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Volume 10

JUNE 1936

Number 10

# WILSON BULLETIN FOR LIBRARIANS



## The A. L. A. Conference *Reports from Richmond*

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Puppets in the Library

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*The following books and pamphlets were displayed  
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## An Index to Folk Dances and Singing Games

Compiled by the Staff of the Music Department, Minneapolis Public Library. Indexes 113 collections. Lists dances and games by title, nationality, and by type of song or dance. Also includes classic, tap, and some early square and contra dances. 202p. Cloth. \$2.00.

## Guide to the Official Publications of the New Deal Administrations: Supplement

Compiled by Jerome K. Wilcox. Covers the period, April 15, 1934-December 1, 1935. 184p. Mimeographed. \$1.75.

## Libraries of the South

Problems of library extension in the South as viewed by Tommie Dora Barker, the A.L.A.'s Regional Field Agent. History of development of past few years, with some indication of a desirable program for the future. 215p. Cloth. \$1.75.

## Public Documents, 1935

Edited by A. F. Kuhlman, Chairman, A.L.A. Committee on Public Documents. Twenty-three papers on six important problems in public document work, presented at the 1935 Conference of the A.L.A. 220p. Planographed. \$2.00.

## Sixty Educational Books of 1935

Compiled in the Teachers Department of the Enoch Pratt Free Library, Baltimore. Reprinted from *The Journal of the National Education Association*, April, 1936. 15c.

## What Libraries Mean to the Nation

An address, by Eleanor Roosevelt, given at the District of Columbia Library Association Dinner, April 1, 1936. 25 copies, 75c; 50, \$1.25; 100, \$2.25; 500, \$10.00.

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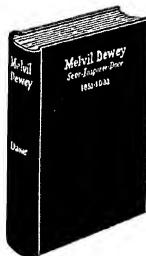
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# The Literary Calendar



1936

## APRIL

(Continued from the May *Bulletin*)

Apr. 22-23. At auction in New York, a portion of an original autographed manuscript of Shelley's *Laon and Cythna* brought \$3,200 and a collection of autographed letters by Alexander Pope and an original drawing of his famous Grotto were sold for \$2,100. Single copies of the following first editions brought these prices: J. D. Wyss's *The Swiss Family Robinson*, \$2,350; T. E. Lawrence's *Seven Pillars of Wisdom*, \$1,325; Mrs. Henry Wood's *East Lynne*, \$1,050; Herman Melville's *Moby Dick*, \$1,000; Keats' *Lamia*, \$1,000.

Apr. 23. Cornelia Meigs, winner of the 1934 Newbery Medal, received \$300 for "Fox and Geese," a tale of William Penn and Colonial Philadelphia, as first prize in a children's story contest sponsored by the magazine *Child Life*.

Apr. 23. The 372d anniversary of William Shakespeare's birth was celebrated thruout the English-speaking world. An international broadcast originated from his birthplace in Stratford-on-Avon.

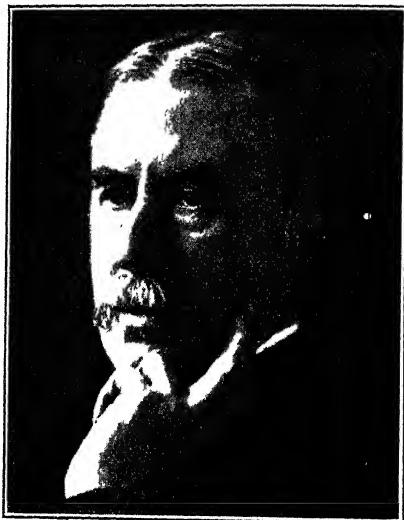
Apr. 24. Finley Peter Dunne, American humorist, creator of "Mr. Dooley" (philosopher and commentator on public affairs), died in his New York apartment at the age of sixty-eight, after five months' illness of cancer of the throat. At the time of his death he was working on his memoirs. His last book appeared in 1910.

Apr. 24. Edwin Markham, American poet, was honored on his eighty-fourth birthday at a reception attended by five hundred persons at Princeton University. He told interviewers his formula for recognizing a good poem: "When you finish a poem, you must be able to say, 'Ah,' as tho you were hit in the solar plexus."

Apr. 25. Percy Hammond, drama critic for the *New York Herald Tribune*, noted for his brilliant comment on the theatre, died of lobar pneumonia in New York at the age of sixty-three.

## MAY

May 1. A. E. Housman, English poet, author of *A Shropshire Lad*, died unmarried in Cambridge at the age of seventy-seven. He had been professor of Latin at Cambridge University since 1911. As classical scholar, he edited texts of Manilius, Juvenal, and Lucan.



A. E. HOUSMAN

March 26, 1859—May 1, 1936

May 4. The 1936 Pulitzer Prize awards in letters were announced as follows: drama—*Idiot's Delight*, by Robert E. Sherwood; novel—*Honey in the Horn*, by H. L. Davis; poetry—*Strange Holiness*, by Robert P. Tristram Coffin; biography—*The Thought and Character of William James*, by Ralph Barton Perry; history—*A Constitutional History of the United States*, by Andrew C. McLaughlin. It was announced that the recent ruling which made previous winners ineligible for the prize had been rescinded.

May 5. Commenting on a report that he had been taken back to the New York asylum where he spent seven months in 1934 to cure himself of the liquor habit and where he found material for his popular book *Asylum*, William Seabrook said: "I'm getting sick of that rumor . . . I haven't so much as touched a glass of beer in more than a year."

May 5. Beatrice Harraden, English novelist, author of *Ships That Pass in the Night*, one of the most popular novels of the Nineties, died at Barton-on-Sea, England, at the age of seventy-two.

(Continued on page 630)

# JUST OUT

## Fair and Clear in the Home

A symposium on household employment, edited by Dorothy Wells and Carol Biba. \$1.00

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What to eat and why, by Marie Harrington, St. Louis Dairy Commission. 5oc.

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## Current Library Favorites

(According to reports from the public libraries in twenty-five cities \*)

### FICTION

AUTHOR	TITLE	VOTES
1 George Santayana, <i>The Last Puritan</i> ....	221	
2 Sinclair, Lewis, <i>It Can't Happen Here</i> ..	170	
3 J. Lawrence, <i>If I Have Four Apples</i> ....	102	
4 Lloyd C Douglas, <i>Magnificent Obsession</i> ..	94	
5. Rebecca West, <i>The Thinking Reed</i> .....	91	
6. Nordhoff & Hall, <i>The Hurricane</i> .....	82	
7. Lloyd C. Douglas, <i>Green Light</i> .....	72	
8. Hervey Allen, <i>Anthony Adverse</i> .....	49	
9 Pearl Buck, <i>The Exile</i> .....	46	
10 Margaret Ayer Barnes, <i>Edna, His Wife</i> . ..	46	

**COMMENT:** For the first time since this list was inaugurated last fall, *North of the Orient* does not appear in first place in non-fiction. It is replaced this month by *Man, the Unknown*, which has slowly worked its way up from ninth place over a period of six months. . . . *The Last Puritan*, the fiction leader, and the most popular book in either classification, was listed by all 25 libraries, in first place by 18 libraries . . . Additional titles receiving more than 20 votes are: *Sawdust Caesar*, *Wake Up and Live*, *Sparkenbroke*, *100 Million Guinea Pigs*, *Seven League Boots*, *Spring Came On Forever*, *Gaudy Night*, *The Son of Marictia*, *Europa, Sweden: The Middle Way*, and *Mutiny on the Bounty*.

\* Atlanta, Baltimore, Birmingham, Boston, Brooklyn, Buffalo, Cleveland, Denver, Des Moines, Detroit, Indianapolis, Kansas City (Mo), Los Angeles, Louisville, Memphis, Minneapolis, Newark, New York City, Pittsburgh, Portland (Ore.), Salt Lake City, San Francisco, Seattle, Springfield (Mass.), and Toronto

**May 6.** Dr. Sigmund Freud, Viennese psychoanalyst and author, was honored by Austria and Czechoslovakia on his 80th birthday.

**May 6.** A four-page letter written by John Keats, the poet, to his brother, Thomas, in 1818 was bought in London by Dr. A. S. W. Rosenbach, American collector, for £1,600 (\$8,000).

**May 6.** Dorothy Thompson, wife of Sinclair Lewis and herself a writer, was elected president of the American Center of the P.E.N. Club, succeeding Robert Frost.

**May 8.** Oswald Spengler, German philosopher, whose *Decline of the West* prophesied the downfall of Western civilization and attracted widespread attention in 1918, died in Munich at the age of fifty-six, as the result of a heart attack.

**May 9.** Mary Johnston, American author of *To Have and to Hold* and other popular historical novels, died at her home in Bath County, Virginia, at the age of sixty-five. She was buried in Richmond.

**May 10.** A gift of \$1,000,000 to provide additional fellowships in science and the arts was announced by former United States Senator and Mrs. Simon Guggenheim. The gift was made to the John Simon Guggenheim Memorial Foundation, which has aided 688 scholars and creative artists since its establishment in 1925. The capital of the foundation now stands at more than \$6,000,000.

**May 11.** The American Booksellers Association, in convention in New York City, announced their awards to the most distinguished books of 1935 as follows; novel—Rachel Field's *Time Out of Mind*; biography

### NON-FICTION

AUTHOR	TITLE	VOTES
1 Alexis Carrel, <i>Man, the Unknown</i> .....	151	
2 Anne M. Lindbergh, <i>North to the Orient</i>	147	
3. N. Farson, <i>The Way of the Transgressor</i> ..	121	
4 Walter Duranty, <i>I Write as I Please</i> ...	100	
5 T. E. Lawrence, <i>Seven Pillars of Wisdom</i> ..	97	
6 Clarence Day, <i>Life With Father</i> .....	73	
7. John Gunther, <i>Inside Europe</i> .....	64	
8 Stanley Walker, <i>Mrs. Astor's Horse</i> ....	49	
9 Paul De Kruif, <i>Why Keep Them Alive?</i> ..	47	
10 George Seldes, <i>Sawdust Caesar</i> .....	48	

—Vincent Sheean's *Personal History*; general non-fiction—Anne M. Lindbergh's *North to the Orient*. Selected as the most original novel of the year was *The Circus of Dr. Lao*, by Charles G. Finney.

**May 12.** The 1935 Newbery Medal was awarded to Carol Ryrie Brink for her second book, *Caddie Woodlawn*. This story of a girl pioneer in Wisconsin is based on the experiences of the author's grandmother, now eighty-three. Mrs. Brink was born in Idaho, reared in Wisconsin, and educated at the University of California. She now lives in St. Paul with her husband, Raymond W. Brink, professor of mathematics at the University of Minnesota, and their two children.

**May 17.** The \$10,000 Atlantic Novel Prize, largest award of its kind in America, was won by Mrs. Winifred Mayne Van Etten, 34-year-old English teacher of Mount Vernon, Iowa, for her first novel, *I Am the Fox*. Her book, the story of a girl brought up in Iowa of the twentieth century, will be published in August.

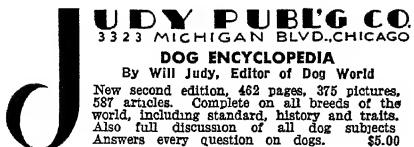
**May 25.** The late Arnold Bennett's manuscripts, notes, and records were sold at auction in London for a total of approximately £4,000 (\$20,000). The highest price was paid for the manuscript of *The Old Wives' Tale*, which brought £1,250 (\$6,250).

**May 28.** Henry Seidel Canby announced his resignation from the editorship of *The Saturday Review of Literature*, founded by himself in 1924. He will be succeeded in September by Bernard DeVoto, critic, teacher, and novelist.

WILBUR C. HADDEN

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# Robert P. Tristram Coffin

Autobiographical sketch of Robert Peter Tristram Coffin, American poet, novelist, biographer, and essayist, who won the 1936 Pulitzer Prize for his volume of verse, *Strange Holiness*. He was born on March 18, 1892.

**"I** AM New England by birth and by residence. My family is a three-hundred years' one; we were once whalers extraordinary and princes of Nantucket. Maine is my part of New England, and it has been the theme of many of my last books. I was raised there, one of a large family, and went to the old college of Longfellow and Hawthorne, Bowdoin. I had been writing always, I think, when I entered Bowdoin; and I continued the craft there, won a number of literary prizes, was editor of the *Quill*, won Kate Douglas Wiggin's Hawthorne Prize for short stories twice.

"I went to Princeton in 1916 as Longfellow Scholar from Bowdoin, and spent a delightful year of Anglo-Saxon and verse writing under Cleveland Memorial Tower. I was represented in the two *Books of Princeton Verse*, 1916 and 1919. I was Rhodes Scholar from Maine at Trinity College, Oxford, three years, with two years at the War sandwiched in the midst. I took my B.A. and B.Litt. in English literature, specializing in the seventeenth century and John Donne. My examiners for the degree were Sir Walter Raleigh and the Poet Laureate, Robert Bridges, whom I got to know much better afterwards in his house on top of Boar's Hill.

"Returning to America, I joined the staff of Wells College, Aurora, New York, in 1921. I was everything from instructor to Anna Adams Putt Professor of English, an eminence I achieved in 1928, and with it the headship of my department. At Wells I instituted and developed an English Honor course, for the more brilliant students, patterned on the Oxford system of reading English authors.

"In 1934 I was called back to Bowdoin to be Pierce Professor of English, the chair I now occupy, in my own state, my own college, my own home town, within a stone's throw of the first school I attended, and I am living in the same block with the house in which I was born.

"Throughout my teaching career, I have had authorship as an avocation and have been sketching in pen-in-ink and in water-color and trying my hand at linoleum and wood-cutting. I have done a good deal of illustrating for the *Forum* and some for the old *Bookman*; and I have illustrated two volumes of my essays.

"I have published six books of poems—*Christchurch* (1924), *Dew and Bronze* (1927), *Golden Falcon* (1929), *The Yoke of Thunders* (1932), *Ballads of Square-Toed Americans* (1933), and *Strange Holiness* (1935); two books of essays—*Book of Crowns and*



ROBERT P. TRISTRAM COFFIN

*Cottages* (1925) and *An Attic Room* (1929); three books of biography—*Laud: Storm Center of Stuart England* (1930), *The Dukes of Buckingham* (1931), and a life of my father, *Portrait of an American* (1931); a few pages from my own early years on a three-ring circus of a Maine salt-water farm, *Lost Paradise* (1934); and a novel, *Red Sky in the Morning* (1935). I have also published a textbook, *A Book of Seventeenth Century Prose* (1929), with A. M. Witherspoon.

"I have read often from my own poetry and prose, at many colleges and clubs. In 1932 I was the Phi Beta Kappa Commencement Poet at Harvard.

"I have not made myself rich as a writer; but I have found that authorship and teaching go splendidly together. I have had a great deal of satisfaction out of my writing, and I rank it equal with my raising of a fine family—I have four children who are this world's handsomest (I have pictures to prove it)—and my trout fishing. I fish for trout with an old-fashioned angling worm in the brook Hawthorne fished in when he was at college and the one I fished in as a boy. I have a wife who is the best critic I have found. I have a summer place on the Maine Coast, an old sea captain's house, with a fireplace in each of its twelve rooms. I have summer vacations to write in. I am back home in Maine now for good. In the words of the old hymn, 'I am living in Canaan now.' So I haven't much more to ask of life."

\* \* \*

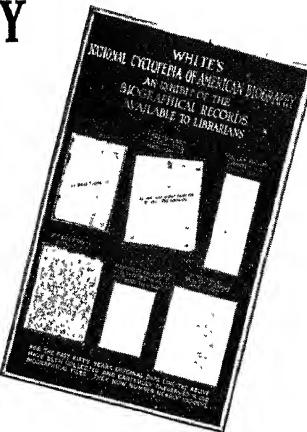
Dr. Coffin has completed a novel, *John Dawn*, which will be published in September 1936.

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# Charles G. Finney

Autobiographical sketch of Charles Grandison Finney, American novelist, whose first book *The Circus of Dr. Lao* was selected by the American Booksellers Association as "the most original novel of 1935":

"**B**ORN in Sedalia, Missouri, 1905. Went to grade and high school there. Oh, yes, I was named for my great-grandfather, who founded Oberlin College and was famous as a Congregational evangelist. I think that's highly significant.

"I went to Missouri University for about a year and a half, then ran out of money, quit, couldn't find a job, and ended everything by enlisting for China as a private in the 15th Infantry. I wasn't a very good soldier but did finally make Private, First Class, and got Excellent Character on my discharge. Everybody swore up and down that I could make Corporal if I enlisted again, but I didn't have that much faith in myself.

"So I came to Tucson, Arizona, where my brother was living, and in just eight months landed a job as proofreader on Arizona's second largest newspaper, the *Star*. I'm now on a two-day week."

Finney conceived *The Circus of Dr. Lao* during his sojourn in China with the American army. The flash of inspiration that kindled the book came on a sightseeing tour with a group of Y.M.C.A. missionaries. In the course of this trip the party viewed the famous dragon screen, "a huge wall-like affair made of colored tile with nine dragons worked into it . . . You round a little hill, and there the screen is: so marvelously beautiful it almost knocks you over" But the tourists were not knocked over; one of the ladies remarked, "Good Lord, ain't these Chinese got



CHARLES G. FINNEY

the awfulest imaginations!" At that instant *The Circus of Dr. Lao* was born.

Part of the story Finney dreamed, part of it he picked up from a Chinese magician, and part of it he acquired as an unwilling student of Chinese culture. (All soldiers had to go to school.) The writing was done after he had returned to the United States and found a setting for his material in Arizona.

*The Circus of Dr. Lao* is a strange, mad tale of the impact of a traveling circus upon a sleepy, literal-minded town in the Southwest. In introducing the book, the publishers stated: "No one will say what it means, or if it means anything at all; the author himself professes ignorance and washes his hands of the whole business. We publish the book because it made us laugh, and because a little hilarity is needed in the world."

F. H. Britten, however, in reviewing the book for the *New York Herald Tribune "Books,"* found some meaning in it: "*The Circus of Dr. Lao* is a licentious, irreverent, insolent, and quite amusing book. Between and among the lines of its obstreperous imaginative orgies is satirical comment on our so-called civilization, specifically on the values of Occidental ideals as they work themselves out into living in such centers of culture (as Mr. Mencken would put it) as Abalone (Arizona) . . . For sardonic gaiety under fire; for leading a company of young men of your own generation to a certain kind of safety—the relief of the good guffaw—I salute you, Mr. Finney."

Weird drawings by Boris Artzybasheff illustrate the book.

## JULY BOOK CLUB CHOICES

*Book of the Month Club*  
*Gone With the Wind*, by Margaret Mitchell. Macmillan

*Literary Guild*  
*San felice*, by Vincent Sheean. Double-day, Doran

*Junior Literary Guild*  
*Older boys—The Wonder Book of the Air*, by Lauren D. Lyman and C. B. Allen. Winston

*Older girls—Allison's Girl*, by Theodore A. Harper. Viking

*Intermediate group—Skinny, The Gray Fox*, by Agnes A. Atkinson; *William and His Friends*, by Elisabeth Naramore. Viking

*Primary group—Here's Juggins!* by Amy Wentworth Stone. Lothrop

*Catholic Book Club*  
*The Rim of Christendom*, by Herbert Eugene Bolton. Macmillan

Reviewed in *The Booklist* May 1935  
Indexed in the Children's Song Index

## SONGS FOR LITTLE CHILDREN

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## Literary Characters Drawn from Life

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*Real People in Fiction*

Drames à Clef  
*Characters in plays based  
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Incense and Praise,  
and Whim and Glory  
*Real people in poetry*

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Collecting incidents of this kind has long been the hobby of the author of this new book, Earle Walbridge, Librarian of the Harvard Club of New York. Readers of literary and dramatic magazines who have enjoyed the several chapters as they appeared will welcome the opportunity for having this authentic and frequently amusing information in book form.

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# COMPTON COMMENT

**O**LDER ENCYCLOPEDIAS had a rigid rule against the inclusion of a biographical sketch of any living person. Compton editors almost regretted that the rapid tempo of modern times had made this rule obsolete when, just after the last signature for the 19th edition had been printed, England's beloved George V. died, and Edward VIII became king.

Two new major articles had to be written; new plates had to be made; new signatures printed to replace the thousands of old ones which were already gathered for binding; dozens of index changes were necessitated. To the casual user of the encyclopedia it is perfectly natural that an edition published under a 1936 copyright date should record events of such great import as the death of a great king and the ascent to the throne of a popular crown prince. Only the editors and printers of Compton's know the effort involved in this particular last-minute revision.

**A**LIBRARIAN visiting the editorial offices of Compton's was much interested in the list of changes for the 19th edition of the encyclopedia. He accepted all as natural and necessary until he came to the E volume. "Eels!" he exclaimed, "Why under heaven should an encyclopedia which has gone into eighteen editions suddenly require a new article on eels? They are as old as Adam and every encyclopedist from the time of Aristotle has written about them!" "True," said the science editor of Compton's, "and about few living creatures has there been so much written that 'ain't so'."

Then came the story. At certain seasons of the year, it seems, all the eels in fresh-water streams swim down to the sea and disappear. Likewise at certain seasons, swarms of young eels appear in these same streams as if by magic. For thousands of years no one knew where the old eels went or whence the young eels came. Aristotle decided that the young eels sprouted from the mud itself—Izaak Walton's theory as expounded in "The Compleat Angler" was that horsehairs in water turned into eels.

Scientists worked for centuries to solve the mystery—obtained some clews. In 1905 Johannes Smith, a young Danish scientist, began the serious work of tracking down the secrets of the eel. Before his death in 1933 he made six cruises, covering more than 40,000 miles—dredged up from the ocean the answer to the puzzle.

His findings were corroborated by the recent deep sea explorations of William Beebe and others. All of which explains why one of the most interesting new articles in the current edition of Compton's is the thrilling and dramatic story of the life and death of the fresh-water eel.

\* \* \*

**B**Y the time this column appears, the fifty-eighth conference of the American Library Association, held at Richmond, May 11-16, will have become history. To President Malcolm G. Wyer and other officers—to council and committee members—the publishers of Compton's Pictured Encyclopedia extend best wishes for all success in carrying on the work of the Association through the coming year.

L. J. L.

## COMPTON'S PICTURED ENCYCLOPEDIA

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# WILSON BULLETIN

## FOR LIBRARIANS

*June 1936*

### Puppets in the Library

By *Silowa H. Andrew\**



Courtesy Hamburg Puppet Guild

BEFORE entering into the heart of the story, "Puppets in the Library," it would be interesting to know from where the puppets have come and why they feel at home in the modern library. Any sort of animated doll or figure is a puppet. When the doll is moved by strings or wires it is called a marionette. The origin of the word, "marionette" discloses a part of the history of puppets. It means "Little Mary" and refers to the Virgin. The Christians during their persecution sought safety in the catacombs of Rome and worshipped there, enacting the story of the nativity with puppets.

Acting is a common language and the priests of many countries used puppets to portray their messages to the people. Books and books could be written describing the dramatic part the puppet has played in religious history as well as in the theatre. Everyone knows and

loves Punch and his wife, Judy, and for centuries their antics have entertained the peoples of Europe. The modern movie bows to China as the originator of the cinema. Shadow puppets are an ancient Chinese art and there is today a troupe touring this country depicting this ancient art.

America values the puppet's heritage but smiles upon him with a new interest. He is teeming with educational possibilities. If you followed him into some of his haunts today you would tour the schools, camps, recreational centers, hospitals (convalescent and insane), institutions for the feeble-minded, little theatre groups, hobby clubs, and libraries. "Libraries" ends a rather formidable list but they head the list of those institutions which are alive to modern trends and keep apace with the times. That is why they have opened their doors to the puppet and made him feel at home.

\* Hamburg Puppet Guild, Hamburg, N. Y.

Just exactly what are these many educational values with which the puppet is endowed? In simple language—seeing is believing. What we see makes a deeper impression upon us than just hearing or reading something. When we *do* that something plus seeing and hearing and reading it, then we have added to knowledge its most potent ingredient—experience.

A puppet project uses the arts as readily as the manual skills. The carpenter who builds the stage and properties is an important as the scenic artist. Beautiful lighting effects are not accomplished by the producer without the electrician. Head modeling, sewing, costume design, poster making, printing, etc.—all are talents which find expression in preparing a puppet show. The "just mechanical" person is as welcome and as happy in the puppet theatre as the dramatically talented. To become a successful puppeteer, mental and physical coordination is developed which is valuable training for anyone. (In institutions for the feeble-minded, because of the lack of this coordination, one group says the lines and another group works the puppets.) And finally, the playwright, the scenic artist and costume chairman, the puppeteers and the manager without whose executive ability the play could not be pulled together for a smooth performance—all have experienced a share in the production. In working together they have learned the necessity and meaning of team play, cooperation, and patience.

The puppet theatre offers manifold opportunities to the budding playwright. It gives him the chance to work out technical problems of staging, entrances and exits, etc. It serves as an aid in plot construction by trying out scenes to see if they build to a climax and create suspense. The final test of any play is always the judgment of the audience. This can be accomplished in a puppet theatre with small outlay of expense and time.

In all these varying pursuits there is necessary research to be done. How can the subtle mood of the play be put over without studying color combinations with lights? What is the correct stage setting, the proper style for the cos-

tumes? To know how to use books for reference, to feel at ease in a library, to be at home with books and know how to get the most out of them—for all this the library is the open sesame.

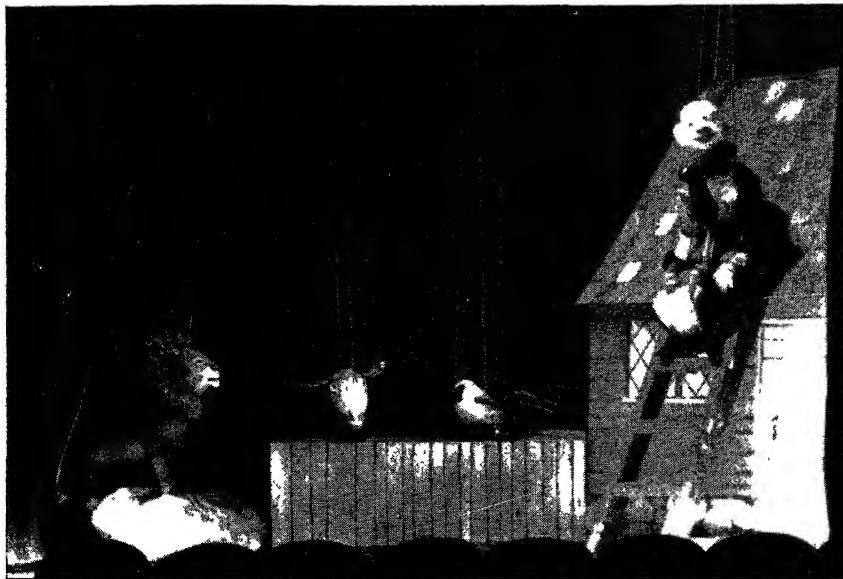
Seeing a puppet show is popular entertainment. When the puppet show is historical or the story of a well loved book, it is filling a larger purpose. The National Recreation Association was founded so—"That every child in America shall have a chance to play. That every one both young and old shall have an opportunity to find the best and most satisfying use of leisure time." Puppets may become a lucrative hobby. Since they are creative play there are always new vistas opening. The Lackawanna Public Library has made excellent use of puppets. The librarian reports:

A new and successful venture attempted by the Lackawanna Public Library has been the organization of a girls' club called the Biblio Club, to further the purposes of young people's reading. Composed of a group of junior high school girls, now in its third year, the Biblio Club reads and reviews new books for young people, has pored over poetry of its members, is still fond of *St. Nicholas* stories read by its head, and is chiefly interested in puppets.

Originally organized to vitalize the library and books in the lives of its members the Biblios now look forward to the day when the Lackawanna Public Library acquires its addition, including a room for the exclusive use of young people in their teens. And an important corner of this room to Biblio minds is the puppet theatre. Last winter, the Biblios staged *Cinderella*, puppets and stage loaned by a local teacher. This ran two successful performances to audiences of 100 each and from this was born the love for puppets.

A very fine theatre is the ambition of the Biblios and the ways and means of securing funds to purchase one occupies the major part of the business meetings. It is their ambition to present the theatre to the library as the first gift toward its nebulous Young People's Room.

The Biblio's program for this coming winter does not neglect book costume parties nor choral reading of poetry nor trips to interesting buildings and places, but its major time will be given to puppets and the staging of plays for the children's story hour. The Biblios are even in the throes of writing plays to suit their characters. Even the stage hand who strikes the clock for *Cinderella* must perform it with finesse.



What do the Bibrios accomplish thru puppets? "Reading for fun" and sharing this with others at story time hour. The knowledge of what may be made from books, artistic stage arrangement and grouping of furniture and scenery, the study of costume, voice direction, stage management, stage lighting and sound equipment, dramatic sense, the color and life of the drama, the thrill of acting (if only with wooden dolls).

The Hamburg Puppet Guild, Hamburg, New York, has a display stage

which may be set on a large table and puppets which it is glad to loan to libraries. Several libraries in this section of the state have had interesting exhibits with them. The only expense to the library is the postage and a \$2.00 "wear and tear" charge. If desired, a library may keep the exhibit as long as two weeks. Inasmuch as the Guild has only one such troupe of puppets devoted to library travels it will be necessary to write and reserve time ahead.

## Puppets and Puppetry

By Isabel M. Burke\*

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\* Santa Barbara (Calif.) Public Library.

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"Children nowadays  
write their own  
plays"

## Times Change

By *Phyllis R. Fenner\**

TWELVE years ago when I applied for my present position there was just one other applicant for it. One reason I got the job was because I was willing to take a summer course in library work, receiving a one year certificate which was renewable. My salary was the salary of a high school teacher.

Not many small schools had full time librarians at that time. I was a full time librarian but I had other duties. I was amused recently to find after my name in a list of the faculty of 1923 the following paragraph (I was the only one to have a full paragraph) :

Secretary to the Faculty; Business Manager of the Sea Breeze; Dramatics; Public Speaking; Chairman of Committee on High School Assemblies; Bulletins to Teachers; Permanent High School Substitute.

Needless to say, I didn't do all of those things but it was flattering to think that they thought a mere librarian could do them. Yes, times have changed.

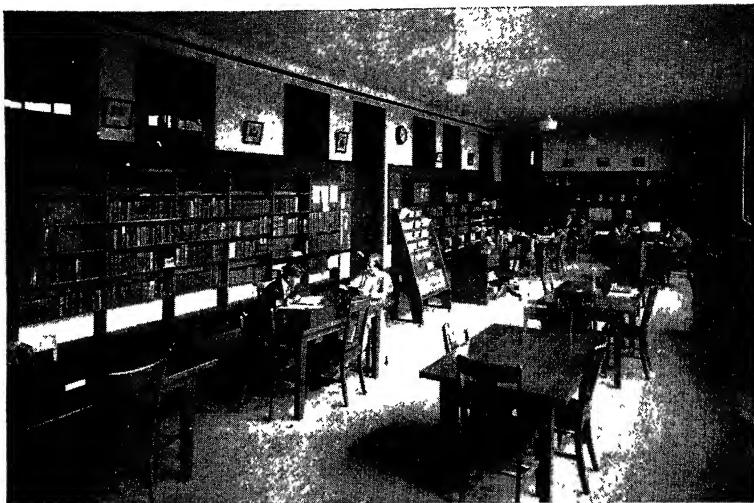
I have no paragraph after my name now. My salary is no longer on the high school teachers' schedule (the depression changed that) but my position is not a luxury occupation now but a part of the real life of the school. That to me is more important.

In 1923 our new library seated fifty. It was never filled. The books numbered about six hundred including one set of fifty volumes of *The Nations of the World*, *The Chronicles of America* (still going strong), two shelves of old books on education, and a few odds and ends. Those were the days when we kept the bound volumes of the various State Reports on our shelves to fill them up.

That was not much of a selection to start with, but an enthusiastic Principal found money for new books. Having been a History Major in college I suppose I had an especial interest in the history section, and liking literature I aimed to provide good books for that. So slowly we built up our book collection.

But how discouraging! To plan and buy and love those history books and have them sit on the shelves unhonored (by the history teacher) but certainly not unsung (by me). For too many generations the history had been taught from textbooks. No encouragement of mine could lure the history teacher into the library, let alone get her to use the books. Poor thing! She didn't have much time. History was only an extra to her. She was a French teacher. History could be taught by anyone. The next year it was taught by the science teacher. Maybe

\* Librarian, Manhasset Schools, Manhasset, N.Y.



MANHASSET (N.Y.) SCHOOL LIBRARY IN 1923

"Those were the days when we kept the bound volumes of various State Reports to fill up our shelves."

much history was learned. I don't know. They didn't learn it from my new books.

But the world was changing. Our school was growing. We moved into a larger library (and next year we move again). A history teacher (a real one) was engaged. Then my books were used. I didn't have enough books. For the next few years we spent more from our budget on the history department than on any other. My only worry was to have enough material. History became Social Science. Social Science became the center of the curriculum. And so it goes! Times have changed.

We even taught economics in our high school in 1923 but goodness!—no reference books were needed for that. An elementary text book was memorized. It was all theory. We didn't have any economic problem in those days—at least for high school students to think about.

How different now! High school boys and girls read *Economy of Abundance*, *The Chart of Plenty, Rich Man, Poor Man* and study *Recent Social Trends*. Recent acquisitions were *The Crisis of the Middle Class* and *Brass Tacks*. The most popular book in the library among the seniors for a few weeks was the Foreign Policy Association Headline Book *War Tomorrow—Will We Keep Out?*

Boys took it home for their fathers to read after they had finished it.

As for the library and English courses, well, of course, the library was for the English courses. That was a natural conclusion since supplementary reading and book reports were a big part of the English work. But such supplementary reading! We had good English teachers too. It was not their fault that the world looked on high school people as too young for good books. Children are mature younger now than then, or maybe we have come to treat them like adults and they have measured up to it. Those State lists of readings which we followed! *The Winning of Barbara Worth* and *The Sky Pilot* for seniors—not lowering perhaps, but certainly not elevating. The classics, of course, we had to depend on, but children weren't encouraged to enjoy their supplementary reading. It was a duty and the book reports scared them.

But times have changed! The English teacher says to his pupils now: "Read one of the following—Galsworthy, Wapole, Maugham, Wells, Tolstoy, Dostoevsky for the modern group." The classics are not neglected. *Pride and Prejudice* and *Wuthering Heights* have



THE SAME LIBRARY TODAY—A VITAL PART OF THE SCHOOL

incere popularity which they did not have ten years ago.

Play reading is popular. Many of the current plays are read and seen but the old ones are not scorned.

Philosophical and critical books like *The Meaning of Culture* and *The Conquest of Happiness* are read.

Times have changed in the Elementary school too. The "Please Mrs. Fenner, y I take a liberry" which was all too common a question when I first came is no longer heard. Every child knows the library and most children know what they want and where to find it.

In building up our book collection we bought many plays for children. Teachers came for plays for assemblies, for Washington's birthday, for all special days. Now our play books are unused except by some little foreign girl who wishes a play to translate into Czechoslovakian or by one whose Sunday School class wants to give a play. Children nowadays write their own plays. For Christmas they make a play of the Christmas Story putting into it all the seriousness the occasion calls for.

On the other hand the poetry books are increasingly in demand. Benét's *Book*

of Americans is very popular with the fifth grade whose teacher introduced them to it. *Coffee Pot Face*, *Tirra Lirra* and the Milne books are loved.

An elementary science teacher has brought an interest in all phases of science. Books on stars, electricity, snakes are in demand.

There has been a steady increase in the use of the library by the elementary grades. Little children use the card catalog almost as well as the older ones. More children have come to take the library as a part of their existence—a habit which we hope will carry on.

The library has become the center (on some days, to my dismay, it seems like the social center) of the school. A few years ago the library could have been closed for a half day and life would have gone on as usual. Just try to close it now and notice the hubbub that goes up.

It was nice, of course, in the old days to be "shown off" to visitors—"This is our library," but how much more satisfying it is to be so vital an organ that one is taken for granted like breathing or swallowing. It is good to be a real part of things, not a luxury.

# The Richmond Conference

## A. L. A. Notes

THE usual array of topics which librarians discuss at their annual conference crowded the forty-odd page program of the meetings held in Richmond from May 11 to 16. Nevertheless, a great number of those fortunate ones who spent that week of early summer in the South will not soon forget the mornings, afternoons, or even days perhaps, when they set out to enjoy Virginia's famous gardens, historic Williamsburg, leisurely drives, or a visit to Monticello, where moving about among its many curious treasures—products of Mr. Jefferson's ingenuity—one guest said to another, "That fellow certainly loved his home."

### *Federal Aid Program Adopted*

One of the largest A. L. A. conferences, a goodly number of the twenty-six hundred librarians and other interested citizens were already on hand for the first council session Monday morning where the pros and cons of a plan looking toward federal aid to libraries provided the sole topic for discussion. Alternately praised and condemned, the conclusions and program of the special committee which has studied the question during the past year—of which Dr. Louis R. Wilson is chairman—were adopted by the Council as the logical means of extending and improving library services in the United States generally, and more particularly in rural areas. The suggested program adopted with the report and now binding the Executive Board is as follows:

1. The campaign for the establishment of a federal library agency should be actively continued.

2. Cooperation in the collection of library statistics by the national government, the state library agencies, and the American Library Association is highly desirable and should be undertaken as soon as possible.

3. A study of library finance in the United States, in a manner to be determined by the Executive Board of the American Library Association, is recommended. This study should concern itself with the need of the various states for federal aid, with a detailed working program for a system of federal aid to libraries, with the total amount of federal funds to be requested, and with necessary legislation for submission to Congress.

4. Authority to proceed with a formal request for federal aid on a permanent basis should be vested in the Executive Board of the American Library Association.

The dinner for new members and delegates—that hospitable occasion traditional to the first evening of conference week—had as toastmistress, Mary U. Rothrock, who called upon the notables present to make themselves known to their new colleagues. A gain of over thirteen hundred new members in the last ten months was reported by Winifred Ver Nooy, chairman of the Membership Committee.

### *Four Major Tasks*

In his presidential address, "Restudying the Library Chart," at the first general session Monday evening, Dr. Wilson sketched four major tasks which confront American librarians. These are to provide library service for the 45,000,000 people now without it; to improve the service to some 40,000,000 people who live in areas where library facilities are sorely inadequate; to make the library a significant adult educational force in the life of the nation; and to increase the resources of the great scholarly libraries of America for the purposes of scholarship and research.

Dr. Wilson urged a revision of the present standards by which library service is measured. "The best books for the most people at the least cost may have been and may still be the best possible motto for American librarians," he declared. "But for whom the best books are best, what groups of the population make up the body of the most people, and what constitutes socially significant cost remain to be more exactly determined."

The president spoke following an address of welcome delivered by Dr. John Stewart Bryan, president of William and Mary College, and the response made by Ella May Thornton, president of the National Association of State Libraries.

The informal reception following the first general session found most of the delegates gathered to enjoy that annual event—the greeting of old friends and the making of new ones.

### *Microphotography Symposium*

A highlight of Tuesday's meeting centered around the Microphotography Symposium on rare book preservation, by changing from the volume to the roll form. Arranged by Dr. M. Llewellyn Raney, of Chicago, the symposium was held under the auspices of several A. L. A. groups and four national organizations. This new process, it was explained and demonstrated, saves shelf space and provides

copies of rare books and newspapers for students and research workers, as the printed page is reproduced on a minimum film, to be examined thru high powered glasses. The extensive exhibit of apparatus in this new field was on display all the week.

This may be the "soft" age, but the present-day mental generation demands "hard books," May Wood Wigginton told the members of the Order and Book Section Round Table, the same afternoon, one of several discussions touching upon those books now familiarly known by their label as "readable."

The other side of the question was presented on Wednesday by Edla Laurson, of Detroit, at the Work with the Foreign Born Round Table, when she made the proposal to have readable books in English edited in simple language. "The only material accessible for people with little skill in reading English is that found in the wood pulp magazines," Miss Laurson stated.

Another interesting highlight of Wednesday's meetings was an address delivered by Roland A. Mulhauser, of Ithaca, N.Y. Speaking at the Small Librarians Round Table, he recommended newspaper stories as guideposts to a library's opportunity for community service.

Murders, accidents, law suits, divorces, and thefts, he asserted, reveal "underlying causes of antisocial action which can be more easily comprehended and avoided by an understanding, thru reading, of fundamental principles. Library books in the social science and economic fields may be stressed as pointing the way to remedial measures."

### *"Caddie Woodlawn" Chosen*

The children's librarians' dinner on Tuesday evening was one of several social functions thoroly enjoyed by conference guests. Mrs. Carol Ryrie Brink, whose *Caddie Woodlawn* was given the Newbery Award as the most distinguished contribution to children's literature published during the preceding year, spoke briefly at the presentation session Tuesday, and again at the dinner the same evening. School librarians dined Friday evening at the Country Club of Virginia, with a number of well-known authors as special guests.

### *Citizens' Day Activities*

Citizens' Day, an innovation this year, directed main events on Wednesday toward the interests of laymen in library service. Mrs. Philip Sidney Smith, chairman of the Trustees Section, presided jointly with Dr. Wilson at the third general session in the morning.

A feature of the morning's program was a plea by Ralph Munn, of Pittsburgh, for "back-

sliding librarians to return to the mourner's bench." Assailing the distribution of second-rate novels as lowering educational standards, Mr. Munn said that tax funds should not be used for this purpose merely because a large part of the public wants them. Larger units of administration, pooling the resources of the area; broadening the basis of financial support; and state certification laws, were three steps to higher standards of service which Mr. Munn considered essential.

At the "Friends of the Library" luncheon following the general session, Maria V. Leavitt of New York was the chairman, and John Stewart Bryan, president of William and Mary College, toastmaster.

"The free public library is distinctly an American contribution to civilization, and this nation's leadership in library technique is recognized thruout the world" were the opening words of President Roosevelt's message to the luncheon, read by Mr. Bryan.

In an overseas broadcast from London, Dr. E A Savage, librarian of the Edinburgh Public Library, greeted American colleagues and friends of libraries, bidding them "good night," at its close, due to the difference in time between London and Richmond.

Terming the nation's library facilities shockingly inadequate, Secretary Ickes concluded the luncheon speeches, via radio, from Washington. Mr. Ickes urged promotion of a higher cultural level, saying that the social readjustment policies of the Roosevelt administration "have stimulated the use of library books."

At the citizens discussion meeting in the afternoon, "What Citizens Can Do in Their Own States and Cities" was the main theme.

### *Sample Publicity Bulletin Issued*

One of the largest groups gathered for the Wednesday evening discussion of "Publicity of the Year" at which R. Russell Munn, of the TVA, had charge of the program. The new film made at the University of Illinois Library School under the direction of Guy R. Lyle demonstrated how pleasantly a concrete demonstration of library aids can be made to the college student via film. "Publicity Tips Monthly," the proposed publicity bulletin, of special aid in small libraries where expert publicity assistance is an impossibility, was discussed by H. W. Wilson, a member of the Publicity Committee which is sponsoring the idea, and copies of a sample bulletin were distributed.

"Films will probably supplement or increase the use of books, rather than supplant them," was the opinion expressed by Mr. Wilson, at the Visual Methods Round Table, another Wednesday meeting. "People will want to borrow good films for home use, and it will

be more satisfactory to obtain them thru a library than from a multiplicity of scattered commercial agencies," he added. The use of educational films to interest the non-reading public in improving their own lot, and the responsibility of the library as a distributing center for well-made, non-professional films of interest to adult study groups and forums, were ideas advanced by other speakers at the same meeting.

### *Dr. Graham Suggests a Way*

The taxing of wealth to provide free library facilities for 45,000,000 American citizens denied access to books was suggested as a defense against dictators and demagogues by Dr. Frank P. Graham, president of the University of North Carolina, in his address at the third general session, Thursday morning. According to Dr. Graham, "the rural south is witnessing a race between the boll-weevil and the public library, between farm tenantry and social regeneration."

Other highpoints in this session were an explanation of the British interlibrary loan system, whereby every Briton can obtain desired books, by Lionel R. McColvin, honorary secretary of the British Library Association, and a plea by R. D. W. Connor, national archivist, that librarians stimulate the interest of Americans in the priceless documents housed in the national archives.

England has established the principle, Mr. McColvin said that the "individual reader, no matter where he lives or what he wants, has a right to draw upon the whole resources of the nation."

### *Board on Resources of American Libraries*

A board on resources of American libraries, to replace the present committee, was voted by the Council at its Friday morning session, to continue the study of present library resources, suggest future distribution of these materials, and carry out schemes of cooperation and specialization between American libraries. To increase emphasis on the need for development of library technique and bibliographic work within Latin American countries, the Council likewise approved the proposal that an additional A. L. A. annual scholarship or fellowship be created, the granting of which shall be limited to interested students of Latin America.

The hours when the so-called average man is seeking something beyond the commonplace are often those when librarians encounter him, and librarians should not encourage mediocrity, Esther Johnston of New York, asserted

at the meeting of the Lending Section Friday afternoon. "Our contribution," she said, "will be notable only if we can do handsomely with spirit, for the many who come to the lending department, what the excellent librarian of the past did for the aristocratic few."

A report on the informal conference on union catalogs held recently in Washington, by Donald Coney of Texas, was a feature of the joint meeting of the College and Reference Section with the Resources Committee Friday afternoon, at which Dr. W. W. Bishop presided.

### *Important Religious Books Chosen*

The needs of the average public library and the interests of the general reader, rather than the technical scholar, guided the committee in its choice of forty important religious books published in 1935-36, announced at the Monday session of the Religious Book Section. The relation of the church to political theories and situations was one of five major religious topics which the list covered.

### *Elect New Officers*

Malcolm Glenn Wyer is the new president of the A. L. A. Other officers who were announced at the last general session are Amy Winslow, Enoch Pratt Free Library, Baltimore, first vice-president; Carleton B. Joeckel, Graduate Library School, University of Chicago, second vice-president; Matthew S. Dudgeon, Milwaukee Public Library, treasurer. Harriet C. Long, of the Oregon State Library, and Forrest B. Spaulding, of the Des Moines, Iowa, Public Library, members of the Executive Board. Elva Lucille Bascom, of the Carnegie Library School at Pittsburgh; Luther L. Dickerson of the Indianapolis Public Library; Charles B. Shaw, of Swarthmore College Library; Charles H. Stone, Library Science Department of the College of William and Mary, Williamsburg, Virginia, and Phineas Lawrence Windsor, University of Illinois Library, Urbana, members elected to the Council.

The consultation service, inaugurated as an experiment at this conference, was looked upon as a success by many delegates who expressed the hope that it would become a regular feature of conference activities.

### *Radio Broadcasts Successful*

Radio broadcasts arranged by the National Broadcasting Company, Columbia Broadcasting System, and local stations—bringing gifted local citizens and visitors before the microphone some fifteen times during the week—proved so popular that WMBG of the CBS,

is planning to give Richmond libraries regular periods on the air every week. Faith Holmes Hyers, of the Los Angeles Public Library, had charge of broadcasting arrangements.

*Louder Please*, a news sheet reporting conference action, tried out for the first time at the Richmond conference, was issued five times during the week, under the editorship of Ralph Robert Shaw, of the Gary Public Library, and drew many comments of interest and approval from conference visitors.

ESTHER W. WARREN

### Publicity Round Table

The major project of the A.L.A. Publicity Committee for this year—the establishment of a cooperative publicity service designed to meet the needs of the local library program—was graphically demonstrated at the Round Table meeting of the Richmond Convention in speeches, in motion pictures, in visual aids, in bulletins, and in light operetta.

Miss Ida F. Wright, Chairman of the A.L.A. Publicity Committee and her associates, expecting only a small family gathering of publicity-minded librarians as audience to their Round Table program, were amazed to find an immensely huge and enthusiastic audience squirming about the Hotel Roof Garden long in advance of the program audience. This was not a Round Table meeting; it was a General Session.

The principal feature of the program was the Chairman's introduction to the proposed A.L.A. publicity service, which is intended primarily to serve as "idea-hatcher" and "clearing-house" for tested, practical publicity suited to the needs of the local library. Speakers from the floor, representing the Montclair, Akron, Baltimore, and Cleveland libraries, and H. W. Wilson, originator of the cooperative publicity idea, vigorously upheld the need for more expert, centralized, and systematic planning of library publicity. A show of hands following the discussion indicated that the majority of librarians present were heartily in favor of launching the proposed service on a \$6 a year basis. As tentatively announced this subscription would entitle the subscribing library to receive monthly one professionally designed poster and a copy of "Publicity Tips Monthly," a planographed bulletin containing news of publicity successfully carried out in various parts of the country, designs and suggestions for exhibits, fillers for newspaper or radio, ideas for monthly publicity programs, and short, popular reading lists on timely subjects. A sample copy of P. T. M. was distributed at the meeting.

The program speakers were introduced by

R. Russell Munn of the library staff of the Tennessee Valley Authority.

Radio, problems and helps for library radio planners, was the topic presented by Faith H. Hyers of the Los Angeles Public Library. She stressed the importance of a challenging and interesting "beginning" to the radio talk because the listener needs only a twist of the wrist to dial the program into oblivion.

The second speaker, Julia Grothaus, librarian of the San Antonio Public Library, Texas, paid tribute to the work of M. M. Harris, the imaginative and library-minded editor of the *San Antonio Express and Evening News*. Thru the editorials of his paper, Mr. Harris has proved a consistent booster of public library service. Largely owing to his instructive and intelligent writings, the San Antonio Public Library has extended its service by contract to the entire county.

An important item in the program was Helen G. Stewart's account of the publicity methods used in the organization of the Fraser Valley district service, which has now been established on a permanent publicly-supported basis. Her story was one of adventure, service, and salesmanship all rolled in one.

Among other subjects discussed at the meeting were the dramatization of posters, by Elizabeth C. Whiteman of the Evanston (Ill.) Township High School Library; the importance of children's work in winning public support for the library, by Jessie Gay Van Cleve of the A.L.A.; selections from an amusing and highly entertaining operetta, entitled "Library in Utopia" by the members of the Enoch Pratt Library staff, and finally a motion picture film on instruction in the use of the library for college students. The last named, produced by the Administration Class of the University of Illinois Library School, was still incomplete and represented only a working print, but it had sufficient continuity to suggest something of the purpose and value of a finished film. Plans for the distribution of the film to interested libraries—college, high school, or university—were not announced, but this information will be available when the film is completed this summer.

GUY R. LYLE  
University of Illinois  
Urbana, Ill.

### Adult Education Round Table

"Is the library merely a filling station to which people go when they need more gas or does it help to lay out the routes they should travel and even take a hand at the

(Continued on page 691)

# Richmond — and Beyond!

By J. H. Sbera\*

"Loué par ceux-ci, blâmé par ceux-là,  
me moquant des sots, bravant les  
méchants, je me presse de rire de tout—  
de peur d'être obligé d'en pleurer!"  
*Figaro.*

**R**ICHMOND, Virginia, shrine of Southern tradition—and the American Library Association, for one week, the chief worshipper! With the echoes of the tumult and the shouting still distinctly audible, the objective approach is obviously impossible, but it is to be seriously doubted if perspective be necessary to any adequate interpretation of the uniconoclastic events of the past few days. Attuning itself admirably to the spirit of this hospitable city, the conference conducted itself in a manner perfectly consistent with its numerous predecessors. Here indeed one may look in vain for any shattering of shibboleths, any breaking of idols.

Even the most passive will confess that the conference got off to an unfortunate start. The interjection of race antagonism, however it may be "defended" as being necessary or expedient, could have been avoided by the proper action, and was most certainly not calculated to win the admiration of those who desire to look upon the American library movement as a great force for the service of *all* mankind. Even as this is being written the bells of a nearby carillon are playing "Onward Christian Soldiers" significantly more than slightly out of tune.

Continuing in this unhappy vein, the Council meeting of Monday morning set itself to the task of considering Federal aid; a cause, wholly admirable in itself, made the occasion for an unprecedented display of provincialism and sectional prejudice. True, the work of Dr. Joeckel's committee was overwhelmingly approved, but deep scars have been left that will be slow in healing, and cleavages have formed which may very well ramify throughout the consideration of other important problems. Unfortunate as all this is, it is even worse when it is reflected that many competent minds believe Federal aid itself to be a problem purely academic.

The conference established as its objective the "Extension and Improvement of Library Service," with President Wilson "keynoting" the convocation in an address which for thoroness and scholarship left little to be desired. Here indeed was a sincere attempt to drive deep to the roots of professional problems, and tho it may have suffered somewhat from vagueness, it was perhaps as

specific as is possible at the present time. To what extent he, like certain of his colleagues, is a voice crying in the wilderness is a problem resting squarely upon the shoulders of the association membership itself. Surely the reception that followed the session was far from reassuring. The host of pressing problems of librarianship are not to be solved by those empty symbols of elegance with which the human race so delights to torture itself—stiff bosomed males and portly dowagers with flowing trains. Just how librarians propose to improve their service they have not yet made particularly clear. Perhaps they plan to begin with the suggested revisions of the constitution and by-laws of the association. But these were of such a routine and uninspiring nature, and the enthusiasm of the general assembly so slight, that the voting that approved the respective measures was scarcely an audible murmur. A condition that speaks but ill for the lasting significance of the recommendations or the active interest of the group as a whole.

## "Their Weary Length"

Apart from the general sessions, the section meetings dragged out their weary length beneath a torrid southern sun, a customary recapitulation of decade-old problems. The average librarian's capacity for infinite repetition of technical detail is truly amazing! The technical problems of librarianship are not impossible of solution, as a matter of fact, they have, to a very satisfactory degree, been solved years ago. But librarians themselves, devoid of social imagination, indifferent to the philosophical implications of their profession, stolidly amuse themselves with this annual exhibition of the minutiae of bibliographical mechanics. Particularly do they glory in the elaborate erection of bibliothecal straw-men which their leaders lustily bowl over before the open-mouthed admiration of their less agile comrades; and like "White Wings" they never grow weary even tho the outcome of the conflict is obvious from the start.

There are, of course, many papers that are entirely deserving of unqualified admiration for their technical excellence. The all-day session on microphotographic processes, for example, merits the highest form of praise and encouragement. Unfortunately many librarians with the actual apparatus before

\* Scripps Foundation, Miami University, Oxford, Ohio.

their eyes are still unaware of its tremendous implications. But the sheer brilliance of all this technical display serves most strongly to deepen the shadows of neglect of the other aspects of the profession. Thus do librarians reflect the prevailing American eagerness to apply the most highly specialized forms of scientific inquiry to all things mechanical, but utter unwillingness to "tamper" with the social and the economic. With the sorry result that librarians work desperately toward the development of methods for the adequate mechanical preservation of the printed word, yet deliberately refuse to acknowledge the existence of certain invidious forces working in our society which, once they are permitted to come into control of our lives, would celebrate that achievement with the very destruction of much that we have so ardently striven to preserve.

Perhaps there may be those who will answer this by asserting that librarians are awaking, and point with pride to the appearance of the Communist manifesto that made its appearance during the convention. This is absurd, of course, for such abortive movements, by hiding themselves in shame-faced anonymity serve only to retard the development of a truly liberal cause.

Finally, no consideration of the convention can be complete without at least a glance toward that amorphous mass of individuals, the Junior Members. They, while the association as a whole was dedicating itself to the advancement of library service, were busily focusing their attention upon the advancement of themselves. Establishing as their objective the assertion that the first concern of the Juniors was the professional advancement of the group as a whole within the profession, they attempted to formulate their ideas with the aid of a panel discussion led by Lyman Bryson, a discussion which was probably intended to be Socratic, but very quickly degenerated into highly entertaining but rather valueless intellectual shadow-boxing of the most facetious sort. Deliberately turning their backs upon any form of scholarly or professional achievement, they complained of a lack of opportunity to display their inherent abilities without wishing to go to any trouble to demonstrate their right to such a claim. Eager to have their merits accepted at face value, without any tangible form of supporting evidence, they naturally fell victims to the hedonic paradox thru their failure to realize that when attention is directed toward the advancement of the profession, then professional advancement automatically takes care

of itself. In typically American fashion they sought to elevate themselves by their bootstraps; by placing their faith on certification and degree-seeking, those intellectual tags which, once applied to an individual proclaim to all the world that he is endowed with brains.

In a spirit of protest against this colossal conceit, a group of self-styled intelligentsia, including the officers of the Round Table and the present writer, met to consider basic plans for a definite program for junior members firmly based on the altruistic ideals of self-sacrifice for the good of the service. Naively unaware that they were merely an additional expression of historical repetition, these mice did labor and bring forth a verbal mountain; a glorious document which may be the cornerstone for an entirely new conception of library service, but which most likely will become, like Gratiano's wit, "an infinite deal of nothing."

The reasons for the failure of the Junior Members are three-fold. No rank and file movement is ever possible without intensity and reasonable uniformity of desire. The Juniors' desires are expressed in a vague restlessness which knows neither its origin nor its destination. Muddled in their thinking, they have almost as many objectives as members, and fully as many suggestions for attainment. Secondly, there is an utter inability to translate the few ideas they do possess into effective action. Finally, they have no leadership, and there is not the slightest indication that an effective leader is going to emerge from the mass.

#### *A Pessimistic Conclusion*

On the shoulders of such as these rests bibliothecal posterity. Be they qualified or unqualified, the responsibilities of the years to come are forced upon them by the mortality of human flesh and the actuarial laws of life expectancy. It may be that the passage of time will help them to find themselves. If once they obtain the opportunities towards which they look so longingly they may grow under the responsibility and not merely swell! But at best they have a long and treacherous knife-edge to travel, and, save for a few scattered individuals whose presence serves only to throw into sharper contrast the incapacity of the mass, they evince but small promise of success. Yet for biological reasons, if for no other, the future hope of the American Library Association rests with its youth—and its youth is hopeless!

# Martha's First Library Job

By Lucile F. Fargo

[EDITOR'S NOTE This is an excerpt from *Marian: Martha*, a forthcoming novel by Lucile F. Fargo of the School of Library Service at Columbia University. It is a vocational novel intended for young readers, showing the education of two young librarians. In readable fiction form and yet with professional assurance and accuracy, the book presents a general view of the profession of librarianship, its many tangents, and the special training needed to become a librarian. The book will be published August 20 by Dodd, Mead and Company. The illustrations herewith are taken from the book.]

**M**“MR. Fisher, I've decided to become a librarian and I want to begin right away.”

A marvelous declaration that, if Mr. Fisher had only known what weeks and months of painful indecision lay behind it! But Mr. Fisher didn't know and he was used to having girls flutter in about Commencement time all set to begin charging books at the front desk. So he donned his most professional air and remarked that that was fine, but what made her think she wanted to be a librarian?

Martha explained that she had spent a great deal of time in the school library, where she had frequently helped Miss Hand, that she liked to keep things in order, and that she had worked on many student committees, including the Library Committee. “Of course I don't really know much about libraries yet,” she added honestly. “I mean about where you look for things and how the catalog is made and all that. Miss Hand says I'll have to go to college and library school, but I can't start for a whole year because my father has to be away from home, and it would be terrible to waste all that time. So Miss Hand and I talked it over and we thought maybe you could set me to work somewhere and let me get started. I know how to do quite a number of things already—”

“What, for instance?” interrupted Mr. Fisher.

He didn't sound encouraging and Martha felt very small and uncertain as she went through her list of accomplishments. She knew how to bind books by hand and how to mend them,

she could do simple filing, she could type forty words per minute, she could—“Can you read?” again interrupted Mr. Fisher.

“Read? Why of course I can,” said Martha, astonished.

“You haven't mentioned it,” said Mr. Fisher severely, and he turned to his secretary who just then entered the room. “What do you think, Miss Marks! Here's a young lady who wants to work in our library and she hasn't mentioned the fact that she adores books or that she spends all her spare time reading.”

Miss Marks laughed. “A hopeful sign, I should say. She *does* read, though, for I heard her tell you so. Why don't you find out *what* she reads?”



"Excellent idea," said Mr. Fisher as though it had but now occurred to him. "Suppose we start with the book you read last, Miss Webster. Out with it."

"*A Labrador Doctor*."

"What did you read that for?"

Martha blushed. "Well, I thought perhaps I might like to be a doctor."

"So you haven't always been headed toward library work?"

"No, sir. Just since last Saturday," replied Martha in all seriousness.

"Well, what was the last book before that?"

Martha had to stop and think. The world had been so full of a number of things lately. Oh, yes—now she remembered.

"It was *Exploring the Universe*."

"My word! what started you off on that?" Mr. Fisher sounded interested.

"Well, you see, Marian and I—Marian's my chum—have a friend, Jack Beems, who reads scientific books all the time; and he said that, even if we didn't care much about airplanes and wireless, we at least ought to know the latest theories about the world we live in; and he said that book was great and we read it—or at least I did. The mathematics was too much for Marian. She's artistic and poetical and—oh, I'm sorry, I didn't mean to wander off." And Martha stopped short in the awful certainty that she wasn't being in the least businesslike. But this was such a queer interview!

"So you're the girls they call 'The Heavenly Twins,' and that young scalawag that stole plates out of the books up in the Technology Room is your special friend!"

"Yes—that is, no," said Martha hastily. "I mean we *are* friends but Jack isn't what—what you called him, because he only took one plate and when he realized how unfair it was and how much trouble it had caused he apologized and bought you a new volume of the *Proceedings*. At school the Council always wiped such things off the record if a student turned over a new leaf," Martha added righteously.

"Not a bad idea either," said Mr. Fisher, turning his head for a moment



to erase a smile. "But let's get back to your reading. Don't you ever indulge in stories?"

"Oh yes, heaps of them," said Martha, and she was soon telling Mr. Fisher about her favorite novels, and the fairy tales she had read as a little girl, and the worn *Uncle Remus*, the *Peterkins*, and the King Arthur stories she had been brought up on, which were now being read aloud to Billy.

"H-m-m," said Mr. Fisher. "Brer Rabbit to *Understanding the Universe* is quite a span. You seem to be a pretty fair reader—a pretty—fair—reader, even if you don't like to admit it."

"Oh," said Martha, "I just *love* to read!"

"Aha," said Mr. Fisher, "the truth will out," and he laughed at Martha's

discomfort. "But in spite of the fact that you are now willing to add reading to your list of qualifications I can't see what we can do with you here. We can't spend time to run an apprentice class for one, and we probably wouldn't have the money with which to employ you after you learned enough to be worth the small salary we pay beginners I'm genuinely sorry. Perhaps another year—"

"But don't you see I can't possibly wait another year?" said Martha with terrible earnestness.

Mr. Fisher did see, and his eyes twinkled, kindly. Great Scott! What dynamos some of these youngsters were! If he had a whole staff as eager as that—

The telephone rang and he took down the receiver. "What's that? Miss Smith in an accident? Not able to work for several months? Poor child! And she's the one you depend on to do the clerical work on your publicity material? Is this the week the *Cracker Barrel* goes to press? I see—I see. I'll do my best to get you someone in a hurry."

Up went the receiver as Mr. Fisher whirled toward Martha in his big chair.

"You said you could type?"

"Yes, sir, but only forty words a—"

"Never mind the speed. That's not so important. You've had a course in Journalism, and you know something of library form?"

"Do you mean the queer way you omit capitals in book titles, and the abbreviations you use for volumes and pages and publishers, and the way lists are arranged?"

"That's it."

"Then I do know something about it and—"

"Would you care to go to work right now—this morning, with no pay until we have a chance to try you out?"

Would she? Of course she would, and consider herself the luckiest girl in town, if Mr. Fisher only knew it. That was what Martha said to herself. But

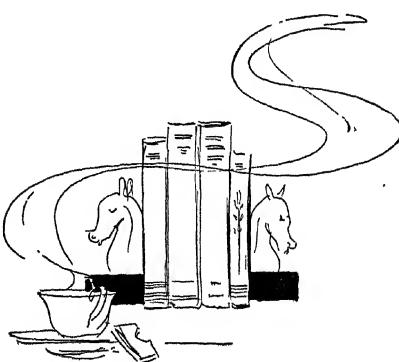
she mustn't gush. So to Mr. Fisher she only said "Yes."

Mr. Fisher pushed a button that brought his secretary. "Take Miss Webster down to the publicity office and tell Miss Foster to try her out for a week. Tell her that she's one of Miss Hand's girls and that she decided to be a librarian forty-eight hours ago, and that she can run a typewriter. Also please tell her—well anything else you think of," and he bowed Martha out.

As they went down the stairs Martha asked in a small voice if she could stop long enough to telephone her mother that she wasn't coming home to lunch. Mr. Fisher's secretary smiled. "I should say so. You certainly go in for speed, Miss Webster. I'll wait for you in the hall," and she indicated a telephone booth.

Mrs. Webster was deep in the family mending when the telephone began to ring. She hoped it might be Martha, for she had been a little worried to have her start off so soon after breakfast with only the flimsiest of explanations as to where she was going. It was Martha.

"Oh, Mother, Mother, I've got a job—a job at the library. I haven't told you before, but Saturday I decided to be a librarian and this is the most gorgeous piece of luck! I can't stop to tell you about it now, though, and I can't even come home to lunch because it's an emergency. But I'll be home for dinner—with bells. Goodbye"—and Martha was off.



# Letters from an English Cousin

*This is one of a series of informal communications from England appearing bi-monthly in the "Wilson Bulletin." Our English correspondent is Frank M. Gardner, F.L.A., of the Kensal Rise Public Library, Kensal Rise, London N.W. 10. English librarians are invited to send material and photographs to Mr. Gardner for this department.*

X.

Dear Friend:

I have just finished reading a very interesting little book by Mr. H. A. Sharpe, Deputy Librarian of Croydon, who, as a practical result of a visit made to your country last year, has produced a commentary entitled *Libraries and Librarianship in America*. You will be more pleased than mortified if you read it, for Mr. Sharpe praises more than he criticises, and much of his criticism is implied rather than stated. I had the feeling, rather, that he was pursued by an uneasy consciousness that too much time and money were spent on inessentials, and that we in England make our narrow incomes go farther. I wonder if there is anything in that? You in America are paid better, you are trained better (or so at least Mr. Sharpe says), you have better buildings and bigger incomes, but do you actually give better value for money to the average reader? I should like to see this carefully treated in a large volume full of figures by an English librarian making a year's tour in America or an American librarian doing the same in England. Mr. Sharpe does his best, as other librarians have done their best, but as he says himself, every English librarian who goes to America should go again. He would perhaps be able to correct his first impressions by getting off the well-worn track of New York-Baltimore-Washington-Chicago-Detroit. And then on his third visit he should be able to settle down and make some personal enquiries. Don't you think that it is rather strange that, with two great library systems existing side by side, using different methods but attacking essentially the same problems, no effort has been made at careful and comparative investigation? We make tiny chips at the subject—the Library Association is making one now in sending three librarians to America under the grant from the Rockefeller Trust, which may prove to be a fairly big chip—but is there any basis on which to make a real attempt to make the best of both worlds? On both sides of the Atlantic we know of schemes and methods which are being successfully employed on the other side, but which we hesitate to adopt because of insufficient knowledge.

In some cases no doubt technical difficulties would stand in the way, but in others close comparative study might create mutual help. For instance, Mr. Sharpe gives the opinion that American issue systems are obsolete and primitive, and from what I have read I am inclined to agree. But he does not, cannot, in a short chapter get down to the essential virtues of the two systems, and their cost in terms of labor. On the other hand, we in England hear a great deal of your methods of personal service to the reader, and use of readers' advisers. We conjure up ideas of batteries of floor assistants buttonholing bashful searchers for the latest "thriller," and persuading them that a life of the Borgias is more exciting and more educational. But Mr. Sharpe tells us that our system of floor service does not in any way compare with American personal service. I should like to see schedules of the work done by readers' advisers, follow-up reports, records of the successes and failures translated into cost in terms of results. Perhaps we shall have some day an international journal which will help both of us. At present the *Wilson Bulletin* comes nearest to that designation, and whether its progress is conscious or unconscious, God speed it!

I am surprised to learn that there is in your country no equivalent of our National Central Library, particularly since I should have thought that your state organisation would have simplified the building of a regional system with a central clearing house and library as its nucleus. Our National Central Library and its attendant regional bureaux is an enormous boon, although it is hardly appreciated in a financial sense as much as it should be by public libraries, if one is to accept the viewpoint of the Treasury (by which I mean the Department of His Majesty's Government for Financial Affairs). The recently published terms of an increase in State grant from £3000 to £5000 per annum include a doubling of subscriptions from libraries, and since there is a possibility of the Carnegie grant drying up in the future, there is no doubt that libraries will have to do more than in the past. I have no doubt in my mind that increased subscriptions will be forthcoming, though I join with those who

think that a Government which does not even put a limit, however astronomical, on the money it proposes to spend on armaments, and blithely asks for a half-a-million pounds for the preliminary work on a couple of new battleships which may never be built, could very well spare a few extra thousands on a proved aid to culture. But perhaps after all there is little point in creating when the mind of Europe seems once again bent on destroying.

Another thing in Mr. Sharpe's book which interested me was his comparison of training for librarianship in England and America. He quite definitely inclines towards your method of training, though he admits the difficulties involved in its application in England. One or two things I cannot understand in his statement. If, as he says, the age of entrants to library schools varies upwards from 20, then one assumes that most of them are graduates, in which case the starting salaries of £200 to £250 do not seem very high for a student who has in addition to his university fees paid for a post-graduate course. But perhaps the students are not graduates. I had a letter from a lady in British Columbia this week, in which she mentions that she is a graduate of the Pratt Library School in Chicago, but has not that seemingly all-important adjunct, a University degree. Again, if the usual initial salary is about £200, is the library school graduate so very much better off than the English library assistant who obtains his Diploma by correspondence, and has had only small fees to pay and a job all the time? One large English library system regularly advertises posts for Branch Librarians at an initial salary of £230, and those posts have been filled in the last few years by assistants of an average age of about 23. One admits that the English assistant who does not obtain his Diploma has little chance of getting on, and the age of obtaining the Diploma is not likely to average less than 25 in the future, but is he any worse off than the pages Mr. Sharpe mentions, who are apparently doomed to a blind alley occupation, since there are no correspondence facilities for their professional education? I am strongly opposed to the introduction of the "page" system in England on the grounds of both public service and professional prestige. Our present service systems, in which the counter assistant inevitably gets most of the contact with the reader, makes it necessary to have trained assistants there, and any new division of staffs would necessarily mean alteration in service systems. This might be a good thing in some ways—a new system in which our present speed and simplicity were retained and the hold up of readers at the counter was abolished would be a boon—but even then

local government authorities would rightly frown on the blind alley occupations that would result. I am sympathetic towards the assistants who are suffering from the stiffening of the Diploma examination, and the heart-burning which breaks out occasionally in the columns of the *Library Assistant* is to some extent justified, since the stiff examinations are too difficult for purely spare time study, but library schools on the American plan are not the development I foresee I think the eventual solution will be the acceptance of articled pupils in public libraries at nominal fees, dividing their time between practical training and study for their Diploma. The present complaint of assistants that they have no time for study would be obviated, and the method could be brought gradually into operation without dislocation of the Library Association examination machinery or the public library service conditions.

I hope I have not bored you with this technical discussion of conditions in England, but I think you should understand the position of library training in England as a guide to your English reading, since the subject is continually cropping up in one form or another. It struck me, by the way, that the article in the *Wilson Bulletin* on English educational terms would be a very useful guide, and I should like some one to give me a similar guide to the American educational system. What, for instance, are the steps in America from your equivalent to the elementary school to University? Where in these steps do the preparatory and "High school" come? What is the usual age of admission to "college," which is presumably the same as our University, and what are the qualifications for admission? What are the ages of leaving elementary and secondary schools? I am puzzled, not so much by terms foreign to me, but by apparent discrepancies between our education system and yours.

There are one or two rather misleading points in Mr. Grimsditch's generally most accurate article that I might venture to correct—mainly on English provincial education. The Central School, in most provincial cities, is not of a cheaper and lower standard than the secondary schools. It is a secondary school, and is usually the oldest and most important. Both it and the secondary schools are no longer fee paying schools at all, but are entirely free except for text-book provision, entrance being thru an examination held yearly for which all elementary school children sit. There are special scholarships which provide grants for support for poorer children, but these are now usually taken in the first year at a secondary school. There have also been founded in recent years a number

(Continued on page 659)

# Junior Librarians Section\*

## Junior Members in the Old Dominion

UP in the roof garden of the John Marshall Hotel 105 Junior Members gathered for breakfast on Monday, the first day of the conference. While they consumed the enormous quantities of scrambled eggs and bacon they also talked with speed and animation marvelous to behold.

Being thus fortified for the trials of the conference they proceeded about their masters' business of attending meetings of sections, round tables and committees; with occasional excursions to the many historical shrines and points of refreshment with which Richmond abounds.

Tuesday morning at ten they gathered in the auditorium of the Y. W. C. A. and proceeded with the business of the Round Table. J. H. Shera of the Scripps foundation, Miami University, Oxford, Ohio, reported that the Poe Concordance has entered upon the final stages of preparation. All assignments have been made for some time and more than one-third of them have been completed. Others are expected to be turned in shortly and he asked that they be finished and sent to him as soon as possible.

Completion of the first stage of the Library Leaflets project which was sponsored by the Junior Members Round Table, and The H. W. Wilson Co. was announced by the Chairman of the editorial committee, Miss Winifred A. Sutherland. Miss Sutherland announced the names of the winning contestants and asked that the Junior Members make it their business to see that the leaflets received publicity in their own libraries. It is planned to print the leaflets cheaply enough for free distribution by each library as a part of its readers' advisory service.

Upon request of the Chairman, the winners of the contest, Norma Ireland, Bierce library, University of Akron, Marie Loizeau, New Rochelle public library, and Kenneth Tisdel, municipal reference library, St. Louis, rose from their seats and as they rose the audience cheered. After a motion by Edward B. Stanford of Detroit the secretary was instructed to write to The H. W. Wilson Company and the *Wilson Bulletin* expressing the group's appreciation of their cooperation in this project.

It may be mentioned that during the conference the editorial committee has completed its final work upon the leaflets, in-

corporating many ideas from other entries. By this method it is hoped to produce an appealing and useful series of library aids.

The chairman explained the organization of the plan for work upon the project to gather source material upon the effect of the depression on libraries. The gathering of material is to be done upon a selective basis rather than by attempting to cover every library in the country. Twelve types of libraries have been selected to form the basis of the study. These are university libraries, college libraries, teachers college and normal school libraries, junior college libraries, junior and senior high school libraries, large public libraries, small public libraries, state libraries and library commissions, county and regional libraries, institutional libraries, society libraries, and commercial libraries. It is planned to organize the Round Table for work upon the project by appointing committees of members from representative libraries in various sections of the country for each type of library. Each committee will have its own chairman who will work in close cooperation with the project chairman. The members will be furnished uniform instructions for gathering material in their respective libraries and as it is gathered will submit it to their chairman who will then correlate it and eventually pass the material on to the project chairman where it will be assembled for editing.

Thru this method it is hoped that lengthy questionnaires will be avoided and that the Junior Members working upon the project will be enabled to gain an invaluable knowledge of their own libraries in a critical period. It is also hoped that the survey will bring forth valuable source material for the study of American libraries during this time.

Everyone interested in the project should address the project chairman, Paul Howard, Missouri School of Mines, Rolla, Missouri.

The J. M. R. T. was invited to cooperate with the Baltimore group in a project to establish a union list of book-lists. Thurston Taylor of the Enoch Pratt Free Library said that a "Booklist Forum" is to be established as a department in the *Wilson Bulletin* and that news of new lists will be published as they appear. It is hoped, he said, that distribution of these lists will be made pos-

\* A monthly department. Junior groups, staff associations, discussion clubs, etc., are invited to send regular reports as to activities, projects, debates, and recommendations. These columns are open also to individual librarians for correspondence and articles pertaining to the work and welfare of library assistants.

sible thru the Vertical File Service with libraries that publish lists offering them for sale or free distribution thru this channel.

Following these reports Gilbert Cam of the New York Public Library moved that the chairman of the Round Table appoint a coordinator of Junior Members' activities and that the coordinator's first duty be to compile a report of the organization and activities of the various local Junior Member groups. He said that it is becoming increasingly difficult for the groups to work in harmony because of the phenomenal spread of the movement within the past few years. With over twenty-five state organizations now in existence there is confusion and overlapping of projects and some diversity of purpose and aim among the groups. To make the movement effective there must be closer cooperation between all of these organizations.

After these comments and a brief discussion the motion was adopted.

Before the presentation of these reports Miss Janet K. Zimmerman of the Glen Rock, New Jersey, Public Library presented the report of the nominating committee and ballots were distributed. Now the tellers returned and the names of the new officers were announced by the chairman. They were Ruth T. Manlove of St. Louis, Chairman, Gilbert Cam of New York, Secretary, and Elizabeth Hesser of Baltimore, sentenced to three years on the Executive Board.

The chair announced a short recess and everyone started talking and continued thus until called to order for the discussion panel.

Mr. Bryson must have felt very grandfatherish as he watched his audience. His thoughts returned continually to the fact that not one of these 250 people before him was more than thirty-five. Not even his classes at Columbia could boast such youthfulness.

A panel of four people with an audience of 250 proved very stimulating. As the discussion progressed a definite pattern became apparent in the thought of the gathering. No unionism is desired, no special consideration because of age is wanted for younger members of the profession. The younger members do wish to develop their own abilities thru work of creative nature in the Junior Members Round Table. This should be planned so that those members whose work does not provide an outlet for such ability will be given opportunity to do this work and thus make some contribution to their profession.

A motion that the chair appoint a committee to define the functions of the Round Table and to determine the type of projects which it should undertake in furtherance of these expressed aims, was presented by

Richard Hart of Baltimore. The motion carried and the group adjourned.

The annual luncheon was held at the Westmoreland Club on Wednesday. Over 200 members were present. The spirit of the meal seemed to be food, fellowship, and fun. Everyone by this time had become acquainted with a new group of friends and since time was so short nothing was allowed to interfere in the formation of friendships.

### News Notes

The new secretary discovered that the chairman of the nominating committee was the roommate of an old college friend. Neither would admit remembering the other. Such convenient memories

\* \* \*

The Richmond Junior Members deserve the thanks of the entire Round Table for their work in making us feel at home.

\* \* \*

A Junior Member (with that youthful enthusiasm): "If I were picking a wife for myself I would as soon drop my hat anywhere in Richmond as search over all the United States."

\* \* \*

Charlie Butler admitted that after about the third day he would get angry with chairs, elevators, and other inanimate objects.

\* \* \*

As a result of the discussion at the business meeting the new chairman has started a committee to work on a definitive program for the Round Table.

\* \* \*

At the close of the business meeting the St. Louis friends (?) of the new chairman presented her with a lovely wreath of withered boxwood which had been surreptitiously gathered from the Y. W. C. A. trash pile.

### Reflections from the Retiring Chairman

It is an encouraging fact that so many past officers of the Round Table are now so busy with Association affairs that they can hardly find time to devote sustained effort to the work of the group.

Nothing could be more indicative of the successful efforts of the group in training young people to work in association affairs than the way in which they work at their assignments on various committees.

This fact together with the inability of many members to attend all conferences presents a problem of administration to the new officers. Undoubtedly the appointment of a coordinator and the formulation of a statement of the functions and purposes of the Round Table will be a great aid in solving this problem.

PAUL HOWARD

## Round the Table

## The Master's Degree

## To the Editor:

The author of "The Parable of the Young Librarian" in the February issue (p. 391) raises a question which ought not to be passed over in silence. The experience she records is of a nature I too had to go thru. When I interviewed certain librarians as to the advisability of working for a master's degree, the answers were just as varied as in the parable. For this reason I shall say nothing about the official attitude. It ought to be clear enough to anyone that the possession of a higher degree in library science does not make a good librarian of an indifferent one; and we still have a large number of eminent librarians who have had practically no formal training. It should be understood therefore that the quality of service one may be expected to give does not altogether depend on the amount of formal education.

I am willing to grant that advanced library training is not necessary for the ordinary services in a public library. Already a master's course tends to prepare one for some special field. The field of concentration selected tends at times to absorb all other interests and to overemphasize the importance of certain selected services. This, I imagine, would be the case in most instances where the studies for the master's degree are strictly prescribed. My own experience entitles me to speak only of the Graduate Library School of the University of Chicago. In regard to this school it is entirely erroneous to judge it by its catalog alone. None of the courses are prescribed. The student is permitted to select whatever courses may interest him, and he is actually encouraged to take as many collateral courses in the University as possible. Thus, the field and scope of concentration is largely in the student's own hands. If he wishes to specialize in a narrow field, he may do so; if he wishes to cover the larger aspects of a phase of library work, every course in the University is open to him. If he fails to find a course that satisfies him, he is at liberty to pursue one or more special fields of investigation of his own devising. Under such conditions, there can be no question but that the student will profit.

Altho the author does not specifically say so, I read between the lines that she is somewhat suspicious of higher degrees in general. This suspicion is largely justified if the degree should be considered merely as a stepping stone to a better position. But I have serious doubt that any person is ever appointed to any position at all merely on the basis of a degree. I, for one, have not found it so. Experience is still the main requirement for any position; altho experience coupled with a higher degree undoubtedly is of some advantage.

It seems to me entirely wrong to pose the question of whether or not a higher degree will enable one to secure a better position. It may be that certain people study only for the reason of getting better positions, but it would be sad indeed if librarians should take the same attitude. I have always thought that there is something about knowing things and knowing them well which attracts all serious minds. If, while one is attaining knowledge one also obtains a degree, so much the better. But the principal thing is that you feel you have done all you can to master your craft. Librarians especially ought not to fear too much. It is their business to know, and altho there are persons who may acquire knowledge easily without formal instruction, the large majority still need some sort of supervision and outside guidance. Why then this seeming apathy to formal study?

Of course, if we think of library science as a mere mastery of technique, it may be safely said that for all ordinary purposes the first year of training may be considered sufficient. But this way of regarding the matter, I hope, has been long discarded. I have come to the conclusion that there is no broader field of investigation in all human knowledge than a proper study of library science. It is a synthetic science, and the first year course merely places in one's hands the tools for further study. One might almost say that unless one goes beyond the first year, one knows nothing at all of library science. It is only after you have mastered the methods of bibliography, cataloging, and the other techniques that the field of librarianship becomes at all comprehensible. To stop there is to turn your back on your profession.

ARTHUR BERTHOLD

*Union Library Catalog of the  
Philadelphia Metropolitan Area*

## South Carolina Juniors

## To the Editor:

The South Carolina Junior Librarians have asked me to write to you about their organization and progress. We were organized, under the leadership of Miss Margaret Wright, librarian of Lander College, Greenwood, at the annual meeting of the South Carolina Library Association last fall. At our spring meeting we decided upon a project for the year—a library institute for all South Carolina librarians. It is to be held here at the University, under University financing, June 16-18. Marjorie Beal, Director of the North Carolina Library Commission, is to have charge of the Institute. Bess Glenn has had charge of arrangements.

Our officers are: President, Edna Louise Lent, Librarian, School of Education, U. of S. C.; Secretary, Harriet H. Smythe, Laurens

Public Library; Program chairman, Louise Thackston, Librarian, Conway High School; Publicity chairman, Bess Glenn, Librarian, S. C. room, U. of S. C.

EDNA LOUISE LENT, President  
S. C. Junior Librarians

### The Booklist Forum

#### To the Editor:

The Booklist Project announced in the April number of the *Wilson Bulletin* by the Baltimore Junior Members Round Table is getting under way. A number of libraries have responded—some with excellent booklists. However, many more have not been heard from. Please do not be shy about writing and sending in your book lists.

Several members of the committee expect to attend the conference at Richmond and we hope to make contacts there which will have results by the time this appears in print.

Some replies so far received indicate several misapprehensions.

In the first place we have asked for Junior Members to cooperate with us, but we trust that will not scare off any one who does not call himself a Junior! And also that it will not prevent any library which does not happen to have a Junior Members Round Table from sending in its booklists.

In the second place a few libraries have written to say that they do not print their booklists, therefore cannot cooperate. But mimeographed or multigraphed lists will be just as useful, perhaps more so, than printed ones. No doubt most libraries use only mimeographed lists.

We are wondering just how the depression has effected the use and distribution of booklists. Some libraries indicate that their output has fallen off during the depression. Others apparently have turned out even more than they did in prosperous days. Is it a wise economy to cut down on booklists, or are there not special uses for booklists when the supply of the books themselves—especially new books—is limited?

The biggest batch of booklists so far received has come from the Long Beach Public Library. They are very attractively mimeographed on stiff colored paper of pocket size, and cover a wide variety of up to the minute subjects, literary and social economic. The librarian hasn't told us yet whether they will be "free except for postage," or whether there will be a charge for them, but she is going to send a supply to The H. W. Wilson Company for distribution, and we will know the price by the time we are ready to publish our initial listing.

That listing we hope to have ready for one of the early fall numbers of the *Wilson*

*Bulletin*. It was our plan to wait for a large assortment and then ask specialists to discuss the lists in various subject fields. If however the supply is not large enough to justify calling on specialists we will publish lists of what we have and hope to accumulate a larger collection gradually.

THURSTON TAYLOR, Chairman  
Booklist Project Committee  
Enoch Pratt Free Library  
Baltimore, Md.

### Effect of the Depression on Wisconsin School Libraries

[This survey, for the five-year period 1930-35, is the work of the Wisconsin Junior Members under the leadership of their chairman, Viola Fried of the Kellogg Public Library, Green Bay, Wisconsin. It is part of a larger project, Survey of Wisconsin Libraries as Affected by the Depression, undertaken by the Wisconsin Juniors with the help of the Wisconsin Department of Education.]

#### 307 Wisconsin high school libraries

INSTRUCTIONS: answer the following by underlining the word that describes your situation

1. *Budget*: increase 85; decrease 115; no change 107.
2. *Amount expended for books*: increase 102; decrease 115; no change 90.  
*class of books ordered*: fiction 16; non-fiction 139; no changes 25; all classes 127.
3. *Salaries*: increase 54; decrease 173; no change 80
4. *Building projects*: 27 (new buildings, therefore new libraries).  
*repair*: 79 reported yes.  
*equipment*: 86 reported yes, new.
5. *Government project work*:  
67 43 18 132 51 1  
CWA PWA FERA NYA WPA WERA  
(196 school libraries reported government project work; 111 no change.)
6. *Binding*: increase 122; decrease 17; no change 168.
7. *Mending*: increase 160; decrease 9; no change 138
8. *Use of*:  
*Pamphlets*: increase 140; decrease 9; no change 158.  
*Periodicals*: increase 179; decrease 28; no change 100.  
*Pictures*: increase 66; decrease 16; no change 225.  
*Reference*: increase 208; decrease 15; no change 86.
9. *Loans*: Use of State libraries (university and traveling) 141.  
Use of public libraries 106.
10. *Circulation*: increase 237; decrease 6; no change 64.
11. *Use made of school library*: increase 222; decrease 4; no change 81.

12 *Is the school library under the control of the school board?* yes, 289;  
Under the public library board 15;  
under both 2; Woman's Club 1.

A. *Use made of school libraries*  
comments:  
Used to maximum  
Getting away from text book teaching  
Supplementary reading encouraged

B. *Type of Government project work*  
recataloging the library 9, cataloging 18  
book mending 44  
redecorating 42  
repair 21 floors laid, relighting, new shelves 11  
lettering  
typing  
• general library work  
magazine assorting and binding  
book binding 3  
pamphlet and picture files  
accession record  
janitor work, cleaning  
Library assistants in 4 cases were N.Y.A.  
Remodeling and clerical work, largely  
C.W.A. P.W.A. W.P.A.

C. *Building projects:* 27 libraries reported new buildings with new libraries or new additions to schools; enlarging the library; or a new library room

D. The government work was done by people other than librarians. Work, such as cataloging, done by untrained people, will need to be done over whenever a trained librarian takes it upon herself to do so.

### Southwestern Ohio Juniors

Junior Members of Southwestern Ohio held a pre-conference luncheon meeting in Cincinnati, Sunday, April 26. Forty-two junior librarians from nine Ohio cities and towns within a radius of seventy-five miles of Cincinnati attended the meeting. The group represented school, college, and public libraries.

Those Junior Members who were at the meeting feel that besides the benefits which are gained thru discussion of common problems, there is a decided increase in professional interest when those who are in the same general positions are able to meet each other.

Altho the primary purpose of the Cincinnati meeting was a social one—to give the Junior Members of the district an opportunity of becoming acquainted—time was given to a discussion of the question: Should Junior librarians specialize in library work?

Viola B. Metternich, chairman of the Cincinnati group, conducted the discussion. Mildred Subitz, of Dayton, presented the case for and Margery Miller, of Celina, cited argu-

ments against specialization. After some discussion of this problem, the group considered other problems which were to be brought up at the A.L.A. meeting in Richmond.

Other regional meetings similar to the one held in Cincinnati are planned for the fall.

MARIAN C. YOUNG, *Secretary*  
*Cincinnati Junior Members*

### Letter from an English Cousin

(Continued from page 654)

of "intermediate" schools, which prepare children for the School Leaving Certificate, the usual qualification asked for by office employers, but not for Matriculation, which is the entrance examination for the University. When the school leaving age is raised to fifteen, as will happen in two years, the number of these schools will probably increase.

Apropos of nothing at all, I was in Antwerp recently, and had my first chance of seeing the famous Plantin-Moretus Museum there, which should be one of the first items on your list when you visit Europe. You will know of course the general history of the House of Plantin, which brought printing thru its growing pains, and for a librarian a visit to the House of the Golden Compasses is a particularly exciting experience. Here preserved intact is a printing house as it grew from 1551 to 1876, when it was purchased by the Antwerp Corporation as a Museum. It is more than a museum; it is a living page torn out of the history of books. I am not a romantic person, as you have probably gathered from my letters, but as I wandered thru the composing and printing rooms, with their worn down stools and aged desks, type standing in formes and ink pads ready to hand, I felt almost conscious of the shadows of other generations around me. I remembered the fight for liberty that went on in these rooms, for the growing pains of printing were very real ones, and reflected with some awe of the sense of responsibility which created a printing dynasty lasting 300 years. I wonder how Christopher Plantin would view today the great industry that has grown from the small beginnings for which he was partly responsible? Would he be proud, or would he be disgusted at the sight of the enormous mechanisms that have taken the place of his craftsmanship? He used the machine, but he was master of it. Now, the machine seems likely to master man.

My request for letters has brought a good response, and I hope that I shall continue to receive them—it is useful to know what my cousin wants to read about.

FRANK M. GARDNER

# Vacation Reading Projects

## Traveling on the Book Line

LAST summer, under the able seamanship of Miss Alice M. Jordan, Supervisor of Children's Work at the Boston Public Library, a fleet of goodly vessels hoisted sail upon the summer seas. Miss Jordan, our liberal captain, evidently thought, like the Captain of His Majesty's Ship Pinafore, that she "commanded a right good crew," for she permitted the first mates of her crew, the children's librarians, approximately thirty-two in number, to chart the voyages and plan the ships' itineraries as they thought best—for their particular branches. But two regulations were inscribed in our ships' logs by Miss Jordan, and they were these: the quality of the traveling and not the quantity is important; and secondly, travel should be undertaken for travel's sake and not for reward. In library parlance, we were to emphasize "reading for pleasure rather than credit."

Summer travel projects such as ours are not, of course original, but individual handling and interpretation makes them meaningful. The simple devices and tools which we used were as follows: in June each branch received passports and a sample of the certificate which was to be awarded in September at the end of the project. Any child, in the fourth grade or up, who had a library card was eligible to travel. A "passport" was given to each child. On the reverse side of this passport were the headings, *Country, Route, and Visa*. Under the first heading we placed the country which each child visited; under the second heading, the title and the author of the book read; and under the third heading, the signature of the library worker who heard the oral report upon the book. When a child had read ten books, he was eligible for a Reading Certificate to be awarded at the end of the summer. Given these devices, appealing and interesting to the children, the rest, so to speak, was left to the children's librarians. And this is the interpretation given to the project at our branch.

We began our publicity before school closed by conversation with individual children and visits to the schools in our neighborhood, which is a village-like community, rich in historic associations. How many librarians, all over the country, each summer, ask children the same trite question that we did! "Wouldn't you like to travel this summer?" And how many scrubby, dirty childish hands are raised enthusiastically, to indicate

Yes! "Sure, we want to travel," is the universal answer. And of course, we proceeded to tell them that they could travel—thru books. We took with us a sample passport, embellished with an "official seal" made of stickers, red ink, and ribbon. And what a flourish this seal gave to the passport! A framed certificate, with a child's name engraved by hand, proved impressive, also. The children were invited to join a travel club which was to meet at the branch. However, joining the club was purely optional, and children were not pressed to belong and could travel by means of books without joining. (This freedom was allowed since a number of the children left for summer homes and were able to visit the library only part of the summer.)

At the library, the children's department converted ribbons, labels, paper, mounts, pictures, and other miscellany into travel aids, and before long the branch looked like an advertisement of a travel agency. Among the methods used to stimulate interest were the following:

1. A large map of world discovery.
2. Chartograph maps of various countries, which the children were encouraged to use; Turning the Chartograph gives interesting geographical data about each country.
3. Round-the-World-Book-Fair-Strip over the fireplace together with books and lists.
4. Sample copies of the certificates and passports, with simple regulations, were placed on a bulletin board.
5. Book lists and displays, such as "Around the world with modern girls," and other such specialized displays.

As soon as school closed, courageous voyagers began to ask for passports. Many and varied were their reactions. Victoria was excited over the mere prospect of seeing her weight, height, and the color of her hair on paper; Ruth asked if her father and mother could accompany her on the trip. And John naively asked if he were going on a real boat. With great solemnity we made out passports and enclosed them in elaborate hand-made envelopes, with careful instructions to the effect that these must never be lost as one cannot possibly enter a new country without a passport. The children showed remarkable ingenuity in their choice of routes. Many made the conventional choice and traveled around the world; some wanted to "see America first" and read pioneer stories; one boy traveled thru English-speaking countries, while another saw the world thru the fairytales of various places. A number of older girls chose the unusual route—"Around the world with modern girls." Some of the



YOUNG TRAVELERS  
Lower Mills Branch Library, Dorchester,  
Massachusetts

children persisted in being inconsistent and wanted to zigzag their way around in a most spectacular fashion; for example, Joe wanted to travel from Boston to Tokio and from there to the North Pole; when he was not encouraged in his choice of route, he maintained that it could be done very easily by swift monoplane!

The Traveler's Exchange, our travel club, was a method used to bring the children together to exchange notes. They were invited to come on Thursday morning to review their activities. A notebook was kept of the proceedings in which each passport holder's name was entered. Here is a typical club meeting. . . . The twenty travelers present briefly described the country or section which they had last visited. The previous week it had been suggested that they listen to broadcasts from foreign countries; reports on these were made by a number of children. Personal items, which proved very delightful, were mentioned. One girl knew John Healy, the second mate on Admiral Byrd's ship, the "Ruppert." Another child had recently completed an actual trip to Nova Scotia. And all the journeys and travels were made more real, more tangible by peering over maps and globes. *The Junior Book of Authors* and the *Children's Almanac* were referred to for information about authors whose books were being read. Altho recognition in the form of an honor roll was thought desirable by the voyagers, the usual name and star type was not approved. The matter was enthusiastically discussed, books for further travel were suggested, and the meeting drew to a close.

An honor roll was decided upon, in which each child could be identified by a specific type of transportation, as far as possible suited to the child's route. For example, Jean, who was travelling thru the old West was given a covered wagon, while Ralph, who was rapidly encircling the whole world, was identified by an airplane. From old book covers, magazines, and advertisements, we unearthed a multitude of various vehicles such as coaches, steamboats, trains, ocean

liners, etc. These were suitably mounted and the names of the children placed under each type of transportation.

By the end of the summer, the project had caught the fancy of a substantial portion of our good readers and some of our mediocre readers. Altogether, 65 children took out passports, 49 of whom were girls and 16 of whom were boys. A great many children read more than the required number of 10 books; in fact, John read that number, and then 27 more. And what a wealth of book information did we of the library fall heir to! And it is no wonder, after listening to approximately 650 oral book reports, that we went home and dreamed that Hans Brinker and the Children of Ancient Greece met Yasu-Bo and Ishi-Ko while they were hunting for Siberian Gold.

A substantial number of children, 45 in number, received their *Summer Reading Certificates of Progress*. Both mothers and teachers were impressed with them and expressed the belief that the children would benefit by the reading not only because it might add to their store of general information, but because they might benefit thereby in many school subjects such as geography and English.

Was the project worth the effort? It most certainly was, when Norma asked if she could travel in the winter, and Gerald keeps a notebook about boys of different countries, and William's mother hopes that it will be repeated the next summer, and Verna wishes fervently to become a woman explorer! A definite effect was observed in relation to some of the older girls. These adolescents who were leaving the children's books and who were rapidly becoming Ayres and Pedlar fans, returned to the fold; they came back from the sugary, escape-from-reality world of the trite love story to a fine, honest world inhabited by such creative modern book characters as Ho-Ming, and A Norwegian Family, and other book people.

Particularly timely was our Book Line, in view of the fact that the world was again becoming tense, alarmed once more by the rumbling thunder of war. Is it not possible that the reading carried on by the children may help, in however small a way, to further their sympathy, brotherhood, and understanding with people of other countries?

We, as children's librarians, thru this project were, in a way, practising psychologists in that we gained an insight into the desires and wishes and dreams of our young readers. Because of the pressure of our urban civilization, our children are stimulated in countless ways to prefer crime programs and movie houses to good books and creative leisure. For a time, at least, our Book Line

transported our children from such a world to a more Utopian one. What a great privilege was ours!

SARA ZESERSON  
Lower Mills Branch Library  
Dorchester, Mass.

### Library Game

THE children who come to the Children's Room of the Calgary (Alberta) Public Library have a new interest. Instead of rushing to a particular shelf to see if there is a book in by their favorite author, they rush to a board which says "Library Game" to see how the competitors are getting along.

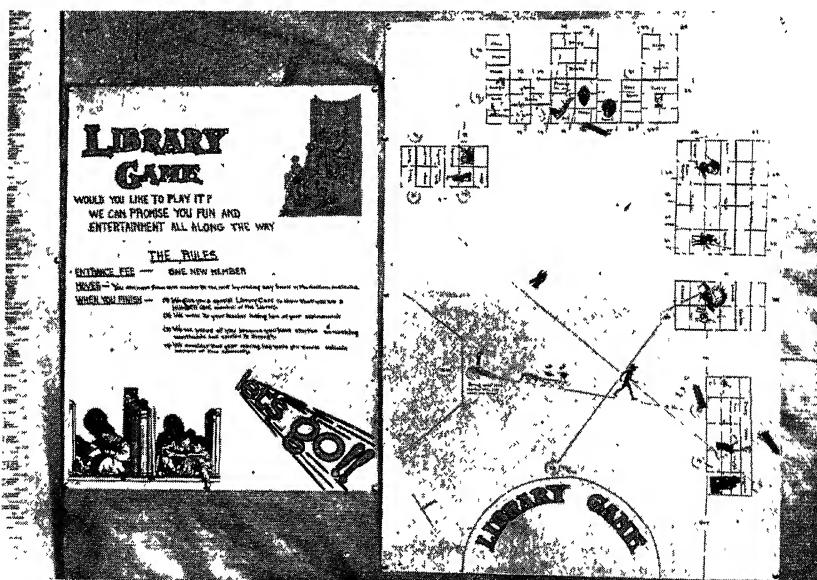
This Game looks a little like Snakes and Ladders. It is made of poster paper and is 27 inches wide by 38 inches long. On it is a floor plan of the Children's Room. Each section of shelving is drawn in and little cut out pictures are pasted on the diagram to show what kind of books are in each particular section. For example, a small picture of Mark Twain indicates the Biography section, and a tiny mask shows where the plays are. Besides each section are two numbers, one for the fiction shelves at the top, and the other for the non-fiction shelves at the bottom.

Number One is the registration Desk where each entrant must register one new member before he begins to play the Game. Then

an orange line traces the route he must follow from Number One to Number Thirty-Eight.

When a child "joins" the Game, we enter name, school, teacher, grade, and date on a card which we keep on file. Then a tiny flag with his name on it is placed on the Game board at Number Two. (The flags are made out of poster paper and shoe tacks.) He takes a book out of the section indicated by Number Two. We keep a record of each book he takes on a P slip. The P slip is clipped to the card which we filed out for him when he registered for the Game. Actually the book card is clipped to the card until the morning when we have time to fill out the P slip.

When he returns the book we ask him about it to make sure that he really read it. Our questions are designed not to trip him up, but to encourage him to talk about the book. If he liked it, why? And if he did not like it, why not? . . . We have learned some surprising and interesting things about children and their reaction to books. Incidentally, we have found out what books really mean to the children who read them. We have had some jolts . . . and some lovely experiences. One day a boy told the story of *The Wonder Smith and His Son*. He told it unconsciously in the same rhythm in which it is written, using many of the same words.



"LIBRARY GAME" AT CALGARY, ALBERTA  
Poster and chart announcing the rules and showing the progress of the contestants

After this informal chat about the book the P slip with the author and title of the book on it is initialed. The flag with the child's name on it is moved on to the next number, and so he moves on until he had read 38 books, 22 non-fiction, and 16 fiction. The finishing post is the Library Honor Roll. On it we put the name of each boy or girl who finished the Game.

As well as this honor, each successful player is given a red Library card instead of the usual blue one, to remind him and us that he is an Al member of the Library. Then a letter is sent to his teacher telling of his accomplishment. Judging by the pleased expressions on the faces of the children who have already arrived at the finishing post, this is ample reward.

For our own information we keep a list of the books read by each child and ask him to number them according to preference. We expect some day to make interesting deductions from these lists.

The poster which announces the Game says.

#### LIBRARY GAME

'Would you like to play it?  
We can promise you fun and entertainment

#### The Rules

##### Entrance Fee

One new member

##### Moves

You can move from one number to the next by reading any book in the section indicated.

##### When You Finish

- (1) We give you a Red Library card to show that you are a Number One member of the Library.
- (2) We write a letter to your teacher telling him of your achievement.
- (3) We are proud of you because you have started something worth-while and carried it thru.
- (4) We consider that your reading has made you a more valuable member of this community.

##### LET'S GO

We put this up in October, and then waited with our fingers crossed to see what would happen. A few enterprising children enrolled, bringing in small brothers and sisters or good-natured class-mates to join the Library for their entrance fee. Almost every day since we put it up a few children have begun to play. Now there are over 150 playing. A few have fallen by the wayside, some need lots of encouragement, but on the whole the response has exceeded our wildest expectations.

Most children, we find, like to talk about the books they are reading. They are pleased to find out that we like to hear about them. They may start playing the Game if they are in Grade Four. We find that children in this grade are inclined to go back to the easy books they know rather than venture on. The Game has been a help in showing

them that there are books in many of the other sections which they will like. Boys and girls who would read only one type of book are developing a wider taste, "finding swell authors" as one boy put it. They are learning by actual experience the resources of the library.

That is what the Game is doing for the children. What is it doing for the Staff? First, of course, it is giving us more work to do. But this particular kind of work is not routine, and we have kept the records as simple as possible. It is giving us a new interest in the books we handle every day because we are seeing them thru a child's eyes. Above all, it is giving us a new interest in the boys and girls themselves as individual persons with tastes and standards which we can help to form. The Game seems to bring us into a relationship which has nothing forced about it.

So, as an experiment which has been tried successfully in one Children's Room, we pass on The Library Game.

LOUISE RILEY, *Children's Lib'n  
Calgary Public Library  
Calgary, Alberta*

## The Book Circus

A VACATION reading project has been held in our children's room for several years but last summer's plan proved to be one of the most popular that we have ever had. It was known as The Book Circus. A circus tent drawn on a large cardboard was placed on the bulletin board and as the children registered (in a note book with an attractive circus cover), their names were written on bright colored silhouettes. These silhouettes were then placed on the bulletin board as though entering the circus tent. The silhouettes, very simple in form, were cut from bright book covers by the staff and were very colorful on the bulletin board. The popularity of the club was due, perhaps, to the children wanting their names on the silhouettes and to the kind of stories on the lists.

The Children's Librarian visited the various school buildings of the city before the close of school to acquaint the children with the plans, and there was a poster on the bulletin board, to advertise the club, which had a picture of a circus above the caption,

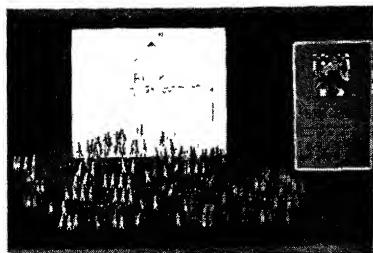
"Come, boys and girls, and join the show—  
Soon on the road we all will go!"

Read ten books and earn a diploma.

Four lists were made for the children grouping them as follows, grades one and two, three and four, five and six, seven and eight, with approximately thirty-five books on

each list. The lists were made up of circus and animal stories—stories of horses, dogs, pets, wild animals of the circus—and also scientific books about animals. For the lower grades, readers about pets and other animals were used to a great extent.

After one month, the silhouettes were all taken off the board, and then as the children completed reading their ten books from their respective grade lists, their silhouettes were put on the board again as though leaving the circus. Four hundred ninety-seven children



"BOOK CIRCUS" POSTER  
Library of Van Wert County, Ohio

registered for the Book Circus and three hundred three completed their reading and received diplomas, many boys and girls reading more than their required number.

During Book Week, the Children's Librarian visited the school buildings and awarded these diplomas. In two buildings where there are auditoriums, special programs were held and all the children of the buildings were assembled to witness the ceremony connected with the distribution of the diplomas. In the other buildings the Children's Librarian visited each room and awarded the diplomas to all of the pupils winning them, during a class period. The Book Circus was a success from the circulation standpoint as 3,779 books from the circus lists were taken out and the children enjoyed their summer reading so much that plans are already being made for another vacation reading project for the coming summer.

ZELMA L. YOH, *Children's Lib'n  
Brumback Library of Van  
Wert County  
Van Wert, Ohio*

### Prospecting for Gold in Books

THE aim of the Vacation Reading Club in the library system at Knoxville, Tennessee, has been to encourage the boys and girls to continue their reading during the summer months.

The plan for the club has been patterned after the treasure hunt, with the introduction

of original ideas to make the club appeal to the children. They were invited to search for gold on the Bookland Trail.

Promptly on the morning of June 3 boys and girls gathered at the libraries in the city to register as prospective miners. Lists of books, with the caption "Gold Seeking on the Bookland Trail," were given them from which they selected the books to be read. In the books on the list were many nuggets to be found. The library selected one from each book for the child to find while digging for gold in books. Printed on each list for grades four thru nine was a list of nuggets. After the child read the book he had selected from the list, he wrote the name of the book on the line below the nugget for that book. If he was successful in finding five of the nuggets his name was tied to a nugget and then tied on a pick which had been painted apple-green and hung over the bulletin board. These nuggets were hard candy wrapped in cellophane when bought, and then wrapped again in amber-colored cellophane. Children in the first three grades did not hunt for nuggets, but were given a nugget on the pick when five books had been read. The nuggets proved a great fascination for the children, they were fingered daily and watched closely for the names on them.

It was the good fortune of the children to have as their visitor on June 3 Miss May Justus, author of *Peter Pocket* and *Peter Pocket's Luck*, two books which had been placed on their reading lists. Miss Justus delighted the boys and girls with stories of "Granny Messer," and "Miss Maggie." She invited them to visit her, assuring them if they did that they could put their hands in her cookie jar for a cookie. Her visit made the opening of the reading club a memorable occasion. Her books were called for many times during the summer.

As a reward for the reading of ten books, diplomas and buttons were given when the club closed on September 6, 1935. Children in the first three grades received buttons and those in grades four thru nine received diplomas. All who completed the reading course were entertained with two reels of moving pictures. Sixteen hundred and twenty-eight children joined the reading club. Of this number 627 completed the course.

Publicity for the club was carried on in various ways. Branch librarians and the children's librarian made announcements at Parent-Teacher Associations and at Teachers' meetings. Posters were sent to all the schools in the city announcing the organization of the club, and the local newspapers included in their columns articles about the club. Parents and teachers were delighted with the

idea of a reading club and their cooperation was appreciated.

MARGARET TAYLOR, *Children's Lib'n  
Lawson McGhee Library  
Knoxville, Tennessee*

### Aboard the "Normandie"

**S**UMMER reading for children . . . what shall we do this year? That question as usual occupied our attention this spring. As we have no children's librarian at present, from the staff's several ideas on the subject we evolved a composite plan which, if nothing more, was timely since it was based on that much over-worked modern miracle, the "Normandie."

All members of our staff favored a contest which should have as its object the stimulation of reading about foreign lands, not only to broaden interests but thru the sympathy and understanding to be gained from books to add a link in the chain of peace. We conceived the idea of using the Normandie as a magic carpet to transport our young readers and placed posters in the library and notices in the local paper announcing that daily from June 15th to August 15th the Normandie would leave the Glencoe Public Library on Book Tours. Reservations

and information might be obtained from the Library Travel Bureau.

Since we wanted to allow as much freedom as possible in the reading, there were no book lists and we aimed to do what we never have time to do during a busy winter season: give each child as much personal attention as he needs in his book selection problems. Any book giving information about foreign countries, whether in fairy tales, fiction, poetry, travel or biography was a possible choice for the contest. I hasten to add that while for two months we stressed this type of material, we never discouraged a child who preferred reading about his own country or along other lines.

The French Line was generous in response to our requests for advertising material to use in this project. With a baggage tag for a pattern one member of the staff made a hundred combination tag-tickets. These were cut in the form of a shield. One side was paneled in three sections and painted red, white, and blue and inscribed with the legend:

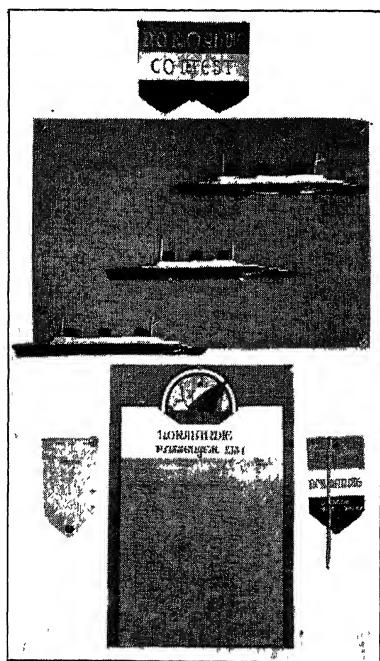
French Line  
Normandie  
Glencoe Public Library

On the reverse side was:

First Class Ticket  
Name  
Cabin Number  
Destination  
(titles and places visited in book)

From the Steamship Company we also had a large plan of A-DECK which gave numbers and location of cabins. From this plan each young traveler made the selection of his cabin and his reservation for the trip, receiving the corresponding number which was written on his ticket, on our record at the desk and, together with his name, posted on the deck diagram and the ship's register which had a prominent place in the children's room. It may be of interest to note that the basis of choice in selection of cabins was in many cases lucky numbers or to be next to a friend and never for the usual adult reason, i.e., to have an outside room!

Another member of the staff made a large map of the world, about 20 by 40 inches, on which were sketched roughly the boundaries of countries. As a child read a book about a foreign land, its location was indicated by placing over the corresponding spot on the map a red paper circle on which the reader's cabin number appeared. This allowed the child to see geographically his progress and also where his friends were traveling. It was not feasible to write the names because as one member of our staff remarked the dotted map already looked as if it had chicken-pox at the end of the first week. There were minor difficulties such as books which told in a few pages about many coun-



"NORMANDIE" POSTER MATERIAL  
Glencoe (Ill.) Public Library

tries, but these problems were worked out as encountered and are not worth mentioning.

As books were returned the child told where he had been in his book and briefly what it was about—enough so that we knew he had been reading and not just carrying home books. As most of our young patrons come to the library in the morning during the hot weather swimming season, the four members of our staff have all had time to "listen in." This has been a highly entertaining performance for us and judging from the ease and enthusiasm with which the young readers have told their book adventures it has been beneficial to them.

Believing that reading is its own reward, to those children who traveled to the greatest number of places in the book tour, we awarded no prize but a small diploma. To the three highest this was tied to a small model of the Normandie made to scale by a Glencoe youth who followed directions and diagrams found in one of the magazines on file at our library.

It has been highly satisfactory to us as a summer reading project. Not only have children responded in an enthusiastic way but we have been able to push books like *Children of the Mountain Eagle* and *Pran of Albania*, both admirable stories but which we have found need a personal word spoken for them. *Dobry*, the Newbery award, was a welcome addition and put Bulgaria on our map. Since there was no required book list from which to do the reading, we did place at frequent intervals about the children's room small collections of desirable books. The sixty-six entrants read some two hundred titles.

While many of the contestants were fortunate enough to take a real trip this summer and one child in the village "had the distinction" of crossing in the Normandie, many others apparently gained a certain satisfaction from the book tour as was evident from remarks about just having been to Serbia, England, or perhaps to China with Little Pear or Young Fu!

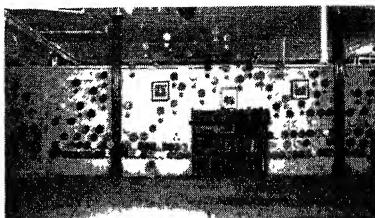
HELEN BECKWITH, Librarian  
Glencoe Public Library  
Glencoe, Ill.

### Into the Stratosphere!

WHILE browsing about for some means of mildly stimulating the summer vacation reading in my department, I noticed in the May-June 1934 issue of *Wilson Bulletin* the picture of, and article about, a balloon flight. This idea seemed one that I could utilize, so with a mental thank you to the *Bulletin* and Miss Fraites I began what proved

to be a most interesting and successful movement in our children's department.

Every balloon in the accompanying picture represents and is named for a reader. The name of each borrower appeared in white ink on the face of his disc, while beneath the name were written the titles of all books read by that person. This allowed each child to see for himself what every other child was reading.



"STRATOSPHERE" RACE  
Carnegie Library, Pierre, S. D. Each disc represents a balloon: the ascent is at the rate of one mile for each three books read.

In my department during the summer vacation each person may take out two fiction and one or more non-fiction books at a time. With some of my borrowers checking out three books at once, it was soon evident that one disc would be insufficient to carry all the book titles required for some of the readers; so I decided to suspend from the original discs smaller ones upon which more titles could be written. For some of the more ambitious readers even this was inadequate, and a second small disc was attached to the first by means of the ever useful paper clip.

Altitude into the stratosphere was attained at the rate of one mile for each three books read.

The benefits of this flight were many. The children were interested and well occupied. They became more familiar with all classes of books. Our circulation showed a decided increase over the vacation months of 1934. And best of all, the increase in non-fiction circulation was but a few volumes below that in fiction.

ETHEL F. SAMUEL, Children's Lib'n  
Carnegie Library  
Pierre, South Dakota

### Another Stratosphere Club

OUR vacation reading clubs have been organized from suggestions I have read in the various *Wilson Bulletins*. We have used the Clock Club, which was a great success and has been adopted by one of the City Schools for book reports. Then we used the Travel Club, but enlarged the field

somewhat by calling it a Journey Club, which would include history and historical fiction. We suggested the reader ask himself "Does this book take me on a journey to another land or to another time?" If so, it is a Journey Club book. We color the maps, and type on the back of each the Place, Author, and Title of the book read.

We are continuing the Journey Club, for it is very popular and only the maps were an expense (this year the school supplied these). We are also using the Balloon Club, as suggested in one of your *Bulletins*, and have over 100 members. Twenty-seven have completed the 10 books required to reach "stratosphere heights." As that number crowded the top line, something had to be done. We have started a Stratosphere Club whose membership is open to those completing the Balloon Club. We have made silhouettes of an airplane, a dirigible, and a balloon showing altitudes, and the balloons used here are much larger than for the Balloon Club. Each line of the Stratosphere Club represents 10 books completed for the Balloon Club. This reading club plan is effective and *very* economical.

I wish to thank your department for these very helpful suggestions and I hope the originator of the Balloon Club will like the Stratosphere Club idea.

DOROTHY J. PHELPS, *Librarian*  
*Kalispell, Montana*

### Good Time Reading Club

LAST summer the children's department of the Cranford library instituted a summer reading club called the "Good Time Reading Club." Very little publicity for the club was necessary since children were asking what kind of a reading club we were to have long before such a club was planned. For the past three years such a club was formed from ideas borrowed from the *Wilson Bulletin*, so the children were keeping us to the precedent set. If publicity is needed, however, classroom talks before the close of school may be given, notices put in the local papers, Girl Scout and P.T.A. groups approached, etc.

For our Good Time Reading Club we made a poster with black and white pen and ink sketches around the border of time keepers thruout the ages, viz., the gnomon, sun-dial, water clock, Big Ben, etc. On the poster was printed: Join the Good Time Reading Club; the club motto—Pass the time away with a worthwhile book; the club colors—one for each of our five elementary schools.

Each child who joined was given a card-board clock in the color representing his school. This clock was in the form of a

watch with Good Time Reading Club printed about its face. A hole was punched in the stem-winder and worsted inserted so that the watch could be worn. The five minute periods were placed upon the watch in numerals. As a child brought back a worthwhile book he reported on it. We then gave him credit for it by stamping his clock with the date on the five minute period; each book representing five minutes. When a child received six such stamps his name was placed upon the honor roll. For every book read after his name was placed thereon he received a gold star. This honor roll was bordered on the top with the five clocks in miniature.

The thing that added a fillip to the club was a large wooden clock hung upon the wall. A round of wood was cut at a nearby factory, painted white, and the Roman numerals in light-weight cardboard pasted upon it. Five hands were made out of different colored cardboard and placed at the starting point twelve. As each child reported on a book his individual clock was stamped at the five minute period, as was said before, but on the large clock one book equaled one minute, so that the hand (color of school attended) was advanced one minute. The object was two-fold; first to see how many stars an individual could get and secondly to see which school would win the race around the clock. It was soon noted that the latter object was what added zest and impetus to the club. It was great fun watching first one school get ahead and then another catch up. A duplicate check was kept in the event that the hands of the clock were moved inadvertently.

When the race around the clock was over the children begged to go around again. In fact the club adjourned the latter part of August but at this late date (November 1935) children are still asking to join the club. When turned away they ask, "May I have a little clock as a bookmark anyway?"

Having had the children so enthusiastic and pleased doubly repaid for the time expended on this project.

HAZEL HAAGENSEN  
*Cranford Public Library*  
*Cranford, N.J.*

### A Travel Club

MAY we have another club this summer? How many times we have heard this question as the long summer vacation draws near, and how hard we have tried to think of something new and worthwhile for these eager children.

Our request for travel leaflets from several tourist bureaus had brought in a large sup-



TRAVEL CLUB  
St. Johnsbury, Vermont

ply of most attractively illustrated folders. Here was an idea. A new kind of travel club.

The children gathered around the tables in the children's room. Sheets of inexpensive note paper, scissors and paste, pen and ink, and these lovely folders were provided for alert minds and nimble fingers.

Each child chose a country he or she wished to visit during the summer. The result was dozens of most attractive note books, with gay covers of some colored paper with appropriate picture, and containing text and illustrations and whenever possible a map.

One morning each week some friend who had visited a foreign country came to talk to the children and to show them pictures and when possible brought a costume of that country. What joy to be chosen to wear that costume.

Three mornings a week for six happy weeks the children cut and pasted and wrote together, or listened to wonderful tales of other lands. The crowning joy was the giving of a little play, written by one of the staff. This play was a pageant of nations, emphasizing the spirit of world friendship, which had been the underlying thought of the club. What fun they all had dressing up and taking their parts in the final presentation before an audience of parents and friends.

A delightful surprise came at the end when they were told that a friend was there with his camera, and they gathered on the steps for group pictures.

CORNELIA TAYLOR FAIRBANKS, *Lib'n*  
St. Johnsbury, Vermont

### Reading for Fun

FOR the past six summers, The Enid Carnegie Library has had a Summer Reading Club for Boys and Girls. The theme of book week is used or adapted for the name of

the Club. We have had Travel Clubs, Nature, Biography, and last Summer "Hobby Riders." This summer it will be "Reading for Fun Club."

The last week of May every school in the city is visited, the purpose of the club explained, and children invited to join. We always begin with a picture show, which our magnanimous local movie manager stages for us. The children are told of that entertainment and that the admission to the show is a library card, which brings a mad rush for juvenile borrowers' cards during the last two weeks of school. The children come to the library the morning of the show and then we proceed thru town and the public square to the Aztec Theatre. Each child has to have read two books before he is eligible to admission.

The bulletin boards, made by Mrs. Mary Helen Denker, Children's Librarian, are always the center of attraction during the summer. Each member of the club is in silhouette or a cut-out figure, with her name printed thereon, attached to the board. The "Hobby Riders Club" design was made by a local artist; a boy or girl in jockey uniform astride a horse. Name of rider, his hobby, and eventually number of books read was printed on the figure. The summer of 1934 the figures were boys and girls, clothes all different colors, carrying arms full of books along the book trail. This summer just boys' or girls' heads will be placed on the board with names thereon. The children take real pride in finding themselves on the bulletin board, as well as their record. When one of the juvenile Hobby Riders was asked what his hobby was, he replied "Eating." There are story hours during summer and at the close, a big party in the park and some awards. The library staff has many paper doll parties to cut and assemble figures for the bulletin boards.

MABEL B. MCCLURE, *Librarian*  
Carnegie Public Library  
Enid, Oklahoma

### Use of Book Jackets

#### To the Editor:

In our local teachers college, we make good use of book jackets, first of all by putting them on the bulletin board a few at a time. We have found this an admirable way to call attention to the new books, and always have a long reserve list for each book after posting a display of this nature. After the books have circulated for a few months and their brightness is a bit dulled, we again dress them up in their original jackets and display several on our desk. They disappear as if by magic, and are replaced by others of the same type. To our gratification, the books again enjoy long reserve lists, all because of a few bright jackets.

HELEN W. SKEMP  
Platteville, Wisconsin

# Stimulating Adult Interest in a School Branch Library

By Lucile Huntington\*

“IN the spring a librarian's fancy seriously turns to thoughts of how to stimulate summer reading interests,” might be our version of the quotation from Tennyson's “Locksley Hall.” In other words how may the patrons be attracted to the library during the vacation months? What incentive should be offered for summer reading? To what limits should one go to attain a desired goal of interest? These questions and others are before the librarian as she faces the summer months. Most of the problems have been answered for children's libraries. Mary Fraites<sup>1</sup> has described many devices used in Los Angeles to attract the juvenile reader to the branch library. In the *Wilson Bulletin* for June 1933 and June 1935, there are symposiums on the subject which are helpful to the children's librarian. But while these articles have many suggestions that may be used they do not answer the questions of the librarian in charge of a school branch.

The problem for the summer is to interest the adult in a school branch of the Carnegie Library. As is the case in many other cities, Oklahoma City administers its branch libraries in cooperation with the board of education. The school purchases books, periodicals, supplies, and defrays janitor expense. The library catalogs the books, pays the salary of the librarians in charge of the branches and lends supplementary collections of interest to all groups of patrons. The eight school branches in Oklahoma City are located in Junior or Senior high school buildings, but they are strictly community libraries for the use of residents in that vicinity. The school librarians on Oklahoma City are interested in making these branches truly community centers.

During the past five years attention has been focused on attracting juvenile readers to these branches, but this year definite steps are being taken not only to maintain this interest, but also to induce adult readers to use their school-city libraries. This action is taken for two reasons:

1. To relieve the increasing demands on the inadequately housed main library.
2. To facilitate library service to the patrons by acquainting them with the branch libraries and their advantages.

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<sup>1</sup> Fraites, Mary. “Summer reading adventures.” *Wilson Bulletin*, 8:504, May-June '34.

The Taft Junior High School Library will serve the northwest part of Oklahoma City this summer. This territory covers approximately four and one-half square miles of the residential section of the town or about one-sixth of the entire city area. It is difficult to estimate the amount of circulation to be expected at this school library. Taking the daily average circulation of the library system for July 1935 which was 2397, Taft should circulate 399 books per day, since it services one-sixth of the city area. However, the main library and branches contain 110,000 volumes while Taft Branch has only 3,500 books. If the anticipated circulation is based on this percentage of population or area, it will readily be seen that the figure of 399 daily circulation is an impossible goal. Figuring on a percentage by books we have the equation  $110,000 : 3,500 :: 2397 : x$ , which gives a total of 76.26+ books per day which should be circulated at Taft Junior High School Library this summer. But how can this be accomplished when patrons have not been educated to the fact that the school library is also a branch of the Carnegie Library and is located in the community for their convenience? This is the problem which has presented itself and which is hoped will be solved in part, at least, by the following plan.

The first step in the possible solution of the problem was for the librarian to appear before the Parent-Teacher Associations of the Junior High School and the three surrounding grade schools. The activities of the library were presented to them along these three points:

1. Keep up with the children in their reading. Be able to discuss new books, current topics, scientific discoveries, and other literature with your children. Be sure you know what type of books your children read. If you believe that they are not the best literature, or if they do not meet the standards set by the school, help the librarian by directing their reading into other channels. If your boy likes cheap western stories, the chances are he would enjoy a biography of Davy Crockett, or *All in a Day's Riding* by Will James more than he does the cheaper literature. If your girl is interested in true stories, direct her to such books as *Invincible Louisa* by Cornelia Meigs or *North to the*

*Orient* by Anne Lindbergh. She will learn that they are as interesting, and much more enjoyable than the other books she reads. Do not place all the burden of directing your child's reading on the librarian, for she cannot go into the homes and make sure that the books which she has recommended are actually read.

2. When the children leave school this spring they will know tentatively what courses they will follow during the next school year. Background reading for these courses will be a decided advantage for each of them. If science is in the curriculum for the following semester, books on birds, flowers, insects, astronomy, etc. will stimulate interest. If a foreign language is to be a part of the course, reading books of travel or novels pertaining to that country will give a background for the study of the language. Historical novels will be especially helpful for a background in social science or history. Individual attention will be given all students who apply for such help.

3. During the summer months back numbers of magazines will be loaned to adult patrons. Magazines covering almost any subject will be available for the use of the entire family. If your time is limited and it is impossible to read the latest books, keep up with them by reading reviews from current literary periodicals. The library maintains a reference department similar to that at Carnegie Library. Questions will be answered over the telephone and bibliographies on requested subjects will be compiled for your use.

With the above points it is hoped that the patrons of the schools will see the advantages of using their library in the school. But there are others who will not know of the library if there is no other avenue of contact. For this reason two projects are being started this summer. Both have been successful in other cities and it is hoped they will be as effective in Oklahoma City.

1. The official publication of the Chamber of Commerce lists all new families who establish homes in Oklahoma City. This list will be checked each week and a postal card sent to the home informing the families in the Taft district that they have a community library at their disposal. In other words a welcome is extended to use the library.

2. In May of this year the Water Department has agreed to insert in the water bills for this locality a statement concerning the library:

DO YOU KNOW THAT—

You have a Carnegie Branch Library at Taft Junior High School? It will be open all summer for your use?

There will be a story hour for children and a book review for adults each week? Telephone 8-3311 for further information.

This suggestion was taken from an article by Margaret Glasby<sup>2</sup> of the Verona, N. J., Public Library. This form was mimeographed in the school office and student assistants were used to insert the announcements in the envelopes. The total cost of this project amounted to \$6.20 for paper, stencil, mimeograph ink and student help.

For the convenience of the patrons of the Taft Branch Library, the Carnegie Library is lending a collection of recent fiction. These belong to a rental group of books and a charge of 1c a day will be made for their use. In the selection of these books care has been taken to choose only those which will be suitable for the high school boy and girl. Recent books of travel will be added to the books already at Taft. Books about gardening are there for those who are interested in improving the summer garden or in planning one for the autumn.

One morning each week a book review will be held at the Taft Library for patrons in this community. Those attending will have the opportunity of participating in the programs. The idea is to acquaint others with books which have appealed to the reviewer, stimulating in others the desire to read the worth-while books of the past decade.

In order to attract the children to the library a story hour is planned for one morning each week. The story hour clubs at Taft Junior High School will assist in this program and students are being coached in the art of telling stories to younger children. When the children have been told of this activity for the coming vacation months, the enthusiasm shown and the interest displayed have been genuine.

The appeal to the older boys and girls will be for background reading for their next semester's work. Students in the upper groups will readily see the advantages offered by this plan. The writer realizes that this is a high aim and she does not expect a great number to enter into the project with enthusiasm. However, if a comparatively few follow a prescribed background reading course during the summer, the plan will be considered successful.

All the articles on this subject of stimulating interest of juvenile and adult patrons during the summer months have been written after the plans have been tried and found to be effective. Not all of the ideas outlined here have been put into operation in Oklahoma City at the date of writing but they will be developed during the three vacation months. No one can say whether they will accomplish the desired interest in the community library. If not, nothing will have been lost except an idea which one librarian hoped might prove successful.

<sup>2</sup> Glasby, Margaret. "A story and lecture program," *Wilson Bulletin*, 9:554, June '35.

# Modern America in Story for Boys and Girls\*

BEST, A. Strings to adventure. Lothrop. 1935. \$2.00  
 Two high school girls give marionette shows at hotels and camps during summer vacation. Tells something of the making and manipulation of marionettes.

CARROLL, G. H. Land spell. Macmillan. 1930. \$1.75  
 The story vividly portrays farm life in Maine, showing one family's great love for the land. Appeals to older girls.

CHOATE, FLORENCE and CURTIS, ELIZABETH. The dance of the hours. Harcourt. 1934. \$2.00  
 Through the kindness of friends an orphan girl is given dancing lessons, eventually becoming a member of the Metropolitan opera ballet.

CORBETT, E. F. The Graper girls. Appleton. 1931. \$2.00  
 The first of a series of four books about a family of three girls, taking them from high school through college.

DEAN, GRAHAM. Bob Gordon, cub reporter. Doubleday. 1935. \$2.00  
 After graduation the editor of a high school paper becomes associated with a local newspaper and participates in many thrilling adventures.

DUBOIS, THEODOORA. Diana's feathers. Houghton. 1935. \$2.00  
 Modern boarding school story, fresh and spontaneous. Diana's resolve to be a Force for Good often brings disastrous results but affords an opportunity for real service to the school.

FIELD, RACHEL. Just across the street. Macmillan. 1933. \$1.75  
 The cigar store lost its Indian Princess. Two children helped to restore it.

FOX, G. M. Lona of Hollybush. Little. 1935. \$2.00  
 Revival of the handcrafts in the Kentucky mountains. For older girls.

GOVAN, C. N. Five at Ashfield. Houghton. 1935. \$2.00  
 When the Ash children are left homeless an aunt comes to the rescue, offering a home on the farm. To their great surprise the life proves a very happy one.

HALL, E. G. Back to Buckeye. Smith. 1935. \$2.00  
 Holly finds things going badly on the ranch. With her brother's accident the responsibility becomes hers. Riding the fences, driving in a herd of loosed cattle, outwitting the foreman of the neighboring ranch are some of the problems which make an exciting summer.

HESS, FJERL. Sandra's cellar. Macmillan. 1934. \$2.50  
 The story of a girl who earns her way through her last year of college by working in a book-store.

HUNT, C. W. Little house in Green Valley. Houghton. 1932  
 Gail and Roger, with their parents, escape from the dirty, crowded city to the country where they spend a glorious summer. Miss Hunt draws a refreshing picture of the Vermont country-side.

JAMES, WILL. Sand. Scribner. 1932. \$2.50  
 A tenderfoot comes out West where he finds success and happiness as a cowboy. Based almost entirely on facts.

JUSTUS, MAY. Honey Jane. Doubleday. 1935. \$2.00  
 Story of the Kentucky mountains. Twelve-year-old Honey Jane helps to end the feud between the McCrearys and the Olivers.

MCNEELY, M. H. Rusty Ruston. Longmans. 1929. \$2.00  
 When Rusty finds that there are not sufficient funds for her first year at college she decides to earn the money during the summer. This she does by selling flowers from her own garden.

MALKUS, A. S. Stone Knife boy. Harcourt. 1933. \$2.00  
 A Pueblo Indian boy returns to his home after attending the white man's school. The story tells of Indian life and pictures the present situation which exists between the Indians and the white men.

MANSFIELD, N. B. Boss of the Ragged O. Farrar. 1935. \$1.75  
 Western story for older girls. Jan, inheriting the ranch from her grandfather, finds many problems. Fear, superstitions and other almost unsurmountable obstacles are overcome.

MEADER, STEPHEN. Red Horse Hill. Harcourt. 1930. \$2.50  
 Bud Martin, a waif around the stables in Boston, runs away and finds a home in New Hampshire with kindly Uncle John Mason. The training of a colt for a race brings the story to a climax.

MEANS, C. C. Penny for luck. Houghton. 1935. \$2.00  
 Penny ran away from an orphan's home and found refuge with a Denver family. At her suggestion they overcome financial difficulties by moving to a deserted mining camp, later adopting Penny.

RAYMOND, M. T. A bend in the road. Longmans. 1934. \$2.00  
 This story of a factory girl takes place at the beginning of the depression.

ROBINSON, TOM. Trigger John's son. Viking. 1934. \$2.00  
 If the Smiths approve of the orphaned Trigger they will adopt him. But will Trigger approve of the Smiths? In order to find out he arrives a little before schedule and engages in many adventures before he finally reaches the Smith home.

SCHMIDT, S. L. New Land. McBride. 1933. \$2.00  
 A story of a Chicago family's experiences when they homesteaded in Wyoming. The seventeen-year-old twins found the path of modern pioneering filled with obstacles, but after valiant efforts, they succeeded.

SCOTT, L. B. Dawn Boy of the Pueblos. Winston. 1935. \$2.00  
 This story of a Zuni boy tells of life in his tribe, especially stressing their work with silver.

SIMON, C. M. Lost corner. Dutton. 1935. \$2.00  
 Portrayal of daily life in the Ozark hills; the work and the simple pleasures of the people. A use of the mountain idiom gives a folk-lore flavor to the book.

SINGMASTER, ELSIE. The young Ravenals. Houghton. 1932. \$1.75  
 When it is necessary for the mother of the Ravenal family to become the wage earner troubles begin at home. Girls of eleven or more will enjoy this picture of modern family life.

TURPIN, E. H. Echo Hill. Macmillan. 1933. \$1.75  
 A good story of children on a farm in Virginia. The 4-H club is an important factor and a lost will adds a note of mystery to the plot.

WHITE, E. O. Four young Kendalls. Houghton. 1932. \$1.50  
 When the new step-mother comes, the Kendall children are prepared to dislike her, all but the youngest. Before she has been with them many times they have quite changed their minds and are anxious to call her "mother."

\* Compiled by a Subcommittee of the Book Evaluation Committee of the A.L.A. Section for Work with Children: Dorothy Hairgrove, Elizabeth O'Connor, and Vera J. Prout, Chairman, of the Kansas City (Mo.) Public Library.



# The Roving Eye



[Statements of The Roving Eye express the views of the writer and not necessarily those of The H. W. Wilson Company.]

**S**INCE there has been some curiosity as to whether my remarks last month on the segregation of Negroes at conferences of the American Library Association ("The Spectre at Richmond") represent the viewpoint of the publishers of the *Wilson Bulletin*, I have been asked to explain that my observations in this department of commentary on the contemporary scene are invariably founded on my personal views and that The H. W. Wilson Company, as a corporation, has no opinions whatever to express on this controversial matter. The invitation to readers to dissent in print from my views is a standing one.

## Now the Robot Librarian!

"Robot Serves Whole Library in London," reads a headline in *The Answer*, a journal of the technocrats. The article reports that a robot librarian has been installed by the London School of Economics and "has been inspected by many members of the Continental Committee."

The robot, we are told, can send 1200 books in an hour to 240 different places with hardly more trouble than it takes to get chewing gum or peanuts out of a slot machine.

"To obtain a book, you fill in an application form, and by pressing a button there is automatically delivered within a few seconds any book you desire in any room you like and from any department.

"All departments of the library are served by this one machine. At present it is the only one of its kind in the world.

"The operator at the control station dispatches the books by pressing the button corresponding to the station or room which requires them. When the books are delivered they are dropped into a canvas bag and the reader leaves without ever seeing the librarian."

Not content to be domiciled at the London School of Economics, the robot librarian threatens to invade America and drive librarians from their jobs:-

"It was reported in London this week that several machines will be in operation in the United States within the next twelve months."

Sprinkling a few grains of salt on the page, we refer this robot item to Frank M. Gardner, our English correspondent, for verification.

## It Can't Happen Here!

From a librarian's letter to The H. W. Wilson Company:

I am very sorry for the delay in renewing my subscription to the *Readers' Guide*. It is quite indispensable in my library, and I most certainly do not want it discontinued.

Perhaps you have heard of the Great Red Hunt we are having here ..... We have to swear every month not to teach communism, certain of our books are under suspicion, and all of our magazines have been discontinued until a committee of officials pronounces them sanitary.

As subscriptions are made at headquarters it is beyond my power to renew my subscription to even the most harmless magazine. The committee has been considering the matter for months, but as yet they have given us no approved list.

In the meantime the magazine files are in the most disordered condition, the library is reverting to Primeval Chaos, and our students are as innocent as the Noble Savage.

But we know we are pure.

As soon as I am allowed to do so, I shall send you my renewal.

Very truly yours,

## Fascist Literature

Dear Sir:

In a recent editorial you state that to present all sides of controversial questions is the traditional policy of the public library. If an analysis were made of current book and periodical purchases for American public libraries, it is safe to say that the resulting report would show a preponderance of literature written from the conservative angle and, what is more important, it would disclose an attitude of caution on the part of library administrators, first, in buying radical books and, second, in making them readily available to the public. There are, of course, notable exceptions, but this probably characterizes the majority of public libraries. If this is true, are public libraries presenting fairly all sides of controversial questions?

As to Fascism—everyone agrees that a gangster is a public enemy. His acts are admittedly anti-social. No one defends him. Gangsterism is not a controversial ques-

tion. We do not think so clearly about Fascist dictators. When a leader forces his people to wage war on primitive tribesmen and decrees that the tribes shall be wiped out if annihilation is necessary for complete conquest, what is that but gangsterism on an international scale?

Dr. Max Ascoli of the faculty of "The University in Exile," a patriot devoted to his country and gravely disturbed by the events of recent years, said last winter that all intellectual life is suppressed under Fascism; that in thirteen years of Fascist rule in Italy no work of genius had been produced.

In Germany, it is not the Jews alone who have been persecuted. It is also the intellectuals, the liberals and the radicals.

When Fascist forces in America threaten the liberties which make it possible for writers and publishers to produce books freely, and for libraries to buy and circulate them, how impartial an attitude should librarians preserve toward Fascism? Should we continue to stand aloof, or always to take a middle course? These are not rhetorical questions. The writer earnestly desires to know what other library workers think.

ADELE C. MARTIN  
New York Public Library

### Exchange Your Job?

#### Dear Roving Eye:

I have been wondering for some time why someone didn't think of exchanging jobs among the library assistants. It seems to me that much good should come of such a plan, both for the assistants and the libraries concerned. I see no reason why an assistant should be considered dissatisfied with her present job. Such an exchange, to my mind, would have as much value as a six-week course in Summer School.

Of course there are some questions in my mind as to how it would be done. For instance, on my present salary I doubt whether I could make ends meet, living away from home. At least not for any length of time. Which brings us to the question—how long would such an exchange last?

At any rate it seems to be an opportunity not to be missed. I'm all for it.

LOIS R. ANTHONY  
Latrobe Public Library  
Latrobe, Pennsylvania

### New Members of Triple L!

The sun never sets on The Liberal League for Librarians. We have recently added to our membership roll the name of Frar's M.

Gardner, Librarian at Kensal Rise, London, with whose English letters to the *Wilson Bulletin* all of you are familiar. Our latest foreign recruit is Margaret S. Demchevsky of Sofia, Bulgaria, who writes:

#### Dear Roving Eye:

How far does the orbit of your vision extend? Does the roving eye reach beyond the ocean, across the continent, as far as the state Balkan?

Deeming Librarianship worthy of the best, my qualifications come short of the ideal. I can only boast of a lifelong Love, Labor, and Loyalty to the cause of the L.L.L.

Who will be our next foreign member?

Coming closer to home, we wish to record that the following librarians have expressed their sympathy with the ideals and objectives of the L.L.L.:

EVELYN LOWENBERG, Librarian, Port Byron (N.Y.) High School: "Certainly the school librarian needs to back such an organization as the L.L.L. For the reason that I believe in nothing which might restrain the truth from people, I wish to join this group."

ESTHER M. BOMGARDNER, Librarian, Luther Burbank Junior High School, Los Angeles, California: "I'll take one of those petitions against the Kramer sedition bill for private circulation. In Mr. Shera's direction I send a salute to his independence and intelligence. Your good adjective 'trumptongued'\* is very aptly applied to the wee small voice in which he calls out thru the *Wilson Bulletin*. May the echoes spread!"

From a non-librarian reader of the *Wilson Bulletin*, Regis Kausler, of Pittsburgh, Pa., comes additional support: "I wish to heartily congratulate you on your socially conscious policy. Your reply to José Ortega y Gasset's fascist hysteria proves one thing to me: that if your librarian readers can assimilate and put into practice the common sense you are passing on to them, some one is going to get rid of a lot of superstition and notorious conservatism so rampant in those places where I occasionally go to borrow books."

### Organizing Knowledge

#### Dear Sir:

I was very much interested several months ago in the article by Ortega y Gasset and the reply to it. I presumed, as an ex-librarian, to act as judge in the controversy and sent my written decision—thru the waste basket, a post box from which collections are made daily, to parts unknown.

My interest was re-awakened by reading in Brooks Adams' *The New Empire*, 1902, a few pages of criticism of the public library. I found\* that I had acted wisely in consigning my judgments as I did. For this brilliant critic might as well have consigned his judg-

\* We have passed this compliment on to W. Shakespeare.—S. J. K.

ments to the same destination. His judgment is as valid in 1936 as in 1902, and as it will be in 1970.

Nevertheless as it is well put, it will doubtless prove of interest to antiquarians, possibly to ultra-moderns, Gasset's filters to be. And it does offer a less dangerous solution to the problem of too many books, a large part of which are stupid and useless.

"Libraries are no longer able to buy and catalog the volumes which appear, and he who would read intelligently must first learn to eliminate. Apparently it is assumed that the accumulation of facts for facts' sake is an adequate end, and yet nothing serves so little purpose as undigested facts. . . . Large public libraries are now admittedly in an unsatisfactory condition. Libraries may indeed speculate in curiosities, or be used for amusement, but here are considered only as educational institutions or workshops. Viewed thus, none are complete, for the books printed outrun the means of buying, cataloging and housing. Administration has broken down: and administration has broken down because it is unscientific. Men of liberal education have collected libraries who have never been taught to generalize. These men look on a book as a unit, precisely as in history they look on a fact as a unit. When a book is supposed to have a certain degree of merit it is deemed worthy of purchase almost regardless of its subject. Thus the whole range of knowledge is thrown open and the result is bewilderment.

On no principle of generalization can the book, apart from books of reference, be considered as the unit. The subject is the unit and the book has a value only in relation to its subject. A single book like a single chapter or word, needs a context to explain it. . . .

Supposing however that liberal education like science were based on a series of generalizations, a different result would be attained. . . . The department of knowledge would thus become the unit; and in growing the library would grow not by volumes but by departments. The next generalization would be uniting several libraries, covering many departments under one management, so that their books might be mutually accessible and few duplicated. The generalization might be broadened indefinitely so as at last by an exchange of books of many libraries, to make an almost perfect collection in all important departments, and that at lowest cost."

Here at least is a recognition that organization is the problem that faces us in the book department of life as in other departments. Here also is a conception of librarianship that calls for the scholar, not the filter. And by the way when the filter gets dirty, as filters do, with what and by whom shall it be cleansed?

FRANK D SLOCUM  
New York City

## Initials

A few months ago we printed a list of more or less familiar initials of men and women and inquired how many of them you could identify. In response to several requests we have asked Louis Feipel, Editor of the Brooklyn Public Library, who contributed the list, to identify the initials for us. Here they are:

A.B.	Arnold Bennett
A.P.H.	A. P. Herbert
D.H.L.	D H Lawrence
E.A.	Edwin Arlington Robinson
E.B.B.	Elizabeth Barrett Browning
F.D.R.	(or F D) Franklin D. Roosevelt
F.P.A.	Franklin P. Adams
G.B.S.	George Bernard Shaw
G.H.D.	George H. Doran
G.K.C.	(or G K) G. K. Chesterton
H.D.	Hilda Doolittle
H.D.T.	Henry David Thoreau
H.G.W.	H. G. Wells
H.W.N.	Henry W. Nevinson
John D.	John D. Rockefeller (Senior)
K. of K.	Kitchener of Khartoum
L.G.	David Lloyd George
P.G.	P. G. Wodehouse
Q.	Sir Arthur Quiller-Couch
R.D.B.	R. D. Blumenthal
S.T.C.	Samuel Taylor Coleridge
"T.E."	Colonel Lawrence of Arabia
T.R.	Theodore Roosevelt
W.I.B.	William Jennings Bryan
W.R.B.	William Rose Benét

"Since contributing this list," writes Mr Feipel, "I have encountered a number of other instances, which you may like to run. They are:

R.K.	Rudyard Kipling
G.G.	George Gissing
B.B.	Bernhard Berenson
W.S.	William Shakespeare
H.M.T.	H. M. Tomlinson
G.L.K.	George Lyman Kittredge

## Miss Price Ousted

Librarians will learn with a great deal of indignation and regret that Anna May Price, who for twenty-two years has served as Illinois state librarian, has just been ousted from office, by order of Secretary of State Edward J. Hughes. Miss Price's resignation is said to have been asked as the result of an appointment she made of the daughter of a Republican precinct committeeman as librarian for Peoria county under WPA authority.

The request for Miss Price's resignation came on her return from the Richmond conference of the A.L.A., where her work was publicly commended for having sponsored the plan under which the Illinois legislature recently appropriated \$600,000 to be distributed to all public libraries in the state.

"For more than twenty years," remarks a library association official, "the occupant of the office of secretary of state was content to let Miss Price alone. None of them bothered to function as state librarian until, suddenly, there was \$2,100,000 to be distributed thru the office and then it was decided that Miss Price was not qualified to retain her position."

S. J. K.

# The Mail Bag

[EDITOR'S NOTE: The correspondence columns of the *Wilson Bulletin* are open to all our readers for debate and comment. The Editor is not responsible for opinions expressed in these columns.]

## The First Librarians' Union

*To the Editor:*

The letter of Louise Davies in the Mail Bag for April was such an interesting one that I feel we must tell you about what we believe is the first Librarians' Union in the United States. Your readers may be interested to know that on January 11, 1934, in Butte, Montana, was born Librarians' Union No. 19178, affiliated with the American Federation of Labor, and it has been functioning ever since with a success that we can point to with pride. It came into being because the politicians had for years used the library as a political football, transferring funds and leaving the library next to nothing for maintenance and salaries. This is the story of almost all city libraries in the past few years.

In 1933 when our Board voted to close the library for lack of funds and no one seemed to be able to find a way out, several members of the staff, deciding to force the issue, wrote to the American Federation of Labor asking the procedure to obtain a charter. The required number of signatures (7) were obtained and these together with the customary fee were sent by air-mail and almost immediately the charter was received and with it a letter telling us the name of the local man we were to contact. I do not think it is possible to describe the feeling of security that came to us when we knew that we had backing in our fight for the only free institution available to everyone in a community. Butte is essentially a union town; in fact, Montana has outstanding labor laws and with the government urging collective bargaining the local politicians could hardly fight our organization. Understand this was not done to protect our positions, much as we felt we needed them, but purely from an idealistic attitude and a sense of duty toward the community. Also it was not done thru the urging of any labor people. In fact no labor person knew we had the charter until the American Federation of Labor sent a telegram stating a charter had been issued to us. We knew that "in Union there is strength" and that our profession embodied the trust of the community that the library

should function all of the time. It was our duty to see that the institution was open to the public and that we be there to help children and grown-ups. We must fight for this if necessary. We felt that this was our trust and we had the courage of our convictions.

It is nearly two and one-half years since the Librarians' Union was organized and we can sum up the results somewhat now. First of all, the public was benefited the most. With greater unemployment and more leisure the people had the library open full time and functioning as usual with the exception of no new books, but plenty of old ones and a warm reading-room for the homeless and those unemployed with plenty of time on their hands, saving their sanity in some cases. For the staff, the benefit will begin to show the first of June, for we are assured of a full pay check. For the past five years we have been on part time, sometimes without pay for four months. Beginning this month we go back on full time in a building that has been cleaned and renovated and with all outstanding bills for the five year period paid.

The library has had a dignified place in American life but in the changing world in which we live nowadays, the library needs the active support of an organization that has power and "teeth in it," and closer working cooperation with the largest composite group in America representing all walks of life. Feeling that way about it we formed a union. All unions have been started for self-preservation. A chapter could be written on the struggles of this little union. It has been of inestimable value. Primarily it has made us understand the power of an organization which has active councils in constant touch with local affairs. Altho our constitution does not permit us to strike, it has the backing of labor unions together with their advice and aid and we have had a sense of security and moral strength which certainly was a great comfort in some of the dark days we have gone thru. Because the libraries are supported by public funds, the library staff is at the mercy of the politician and the politician as a rule is a very keen individual who knows his world. Librarians, being idealistic, do not go in for politics but they should be affiliated with a group that the politician recognizes and regards with respect. Anyone who has to be at the mercy of a paycheck at the end of the month is a laborer pure and simple and when he honestly acknowledges it and admits he

is in the laboring class, he will have made a big move forward for his profession. Even the Bible talks about the laborer and his hire and a paycheck is certainly hire. The United States government has a Department of Labor but no Department of Professions. Does not that show the policy of our government?

ELIZABETH McDONALD, *Secretary  
Librarians' Union No. 19178  
Butte, Montana*

### In Favor of State Aid

*To the Editor:*

I have just got around to reading your March number (an indication of how rushed I have been) and want to congratulate you on its contents. You have articles on two subjects of first-rate importance, in my opinion. One is the promotion of Junior Members' Round Tables, and the other the question of library planks in State platforms.

Here in Massachusetts the State Association has not made up its mind on the question of State aid. Our State gives a good deal of aid in other educational areas, especially in vocational education. Vocational education has thereby been strengthened in Massachusetts.

It seems to me a very open question whether or not libraries can hope to get very much increased support without some form of State aid. The local town governments have only the property tax as income, and it looks as though that source were standing about all it can. When we look for other sources of support, we find them in State or Federal hands. What to do?

The *Bulletin* is a very valuable professional organ, and I offer hearty approbation.

BARBARA ABBOTT, *Librarian  
Needham, Mass.*

### Effective Publicity

*To the Editor:*

Since no better medium of publicity can be found than the daily columns of the newspapers, last November the Editorial Depart-

ment of the Cincinnati Public Library approached the three local newspapers and suggested that the library should provide them with a brief weekly article about recent books. Two of the newspapers devoted a page to books—one of them on Saturday, and the other on Tuesday—and were glad to give the library space. The third paper which complained bitterly about the lack of book news also welcomed the suggestion.

Every week a separate article is written for each newspaper. In accord with newspaper practice an attempt is made to keep these articles timely; for instance, books on and by Mark Twain were sent to one paper at the time of his centenary, books on Lincoln and on Revolutionary heroes were commented upon in February, Ireland in March, and gardens and the Holy Land in April, while Ethiopia, Italy, Cincinnati authors, housing, and kindred current topics filled in the remaining time.

Each article had unity, for a central theme was chosen as the topic for the article and only books on that topic were discussed. For example, an article on Belgium commented upon Emile Cammaert's *Albert of Belgium*, Ydewalle's *Albert and The Belgians*, recalled Ludwig Bauer's *Leopold the Unloved*, and ended with Sidney A. Clark's *Belgium on Fifty Dollars* and Arthur Milton's *Brussels in Seven Days*.

Undoubtedly this sort of publicity, which offers titles nearly always chosen for their popular appeal, which attempts to provoke interest by a few lines of comment about each book, has results. The main library has felt it. The branch libraries report that patrons come in, newspaper clipping in hand, and ask for all the titles mentioned. And the public library book wagons which serve rural districts, county schools, and small villages, also report that they are met at the crossroads by farmer's wives and village folk who want the books they read about in their daily newspapers.

MONA HARROP  
*Cincinnati Public Library*

### Planning Toward an Ideal\*

FUNDAMENTAL to the existence of every library is an educational concept. This ideal, philosophy of librarianship, or whatever you wish to call it, is brilliantly set forth by Dr. William S. Learned of the Carnegie Corporation in a remarkable document on public libraries published in 1924. The realization of his ideal—or one so familiar to it that it is difficult to distinguish between them—is shown in the book which I am re-

viewing. In this small, compact, and authoritative volume, the authors, Margery C. Quigley, Librarian of the Montclair Public Library, N. J., and William E. Marcus, President of the Board of Trustees of the same institution, represent what they believe to be the best means of fulfilling their conception of library service for the people of Montclair, N. J.

(Continued on page 683)

\*By Margery C. Quigley and William E. Marcus. N. Y. Appleton. \$2.00

# A School Librarian to Her New Assistant

By Esther Stallmann\*

THESE things I should like to have you consider and question me about if you do not see their importance or if you wish to discuss them with me. I have grouped them under traits of character for convenience.

## FRANKNESS

Let us be frank with one another. Let us feel free to question one another as soon as any feeling of uncertainty, perplexity or dissatisfaction arises. Let us discuss the question frankly and some agreement will probably be reached which will prevent the growth of resentment. Let us never complain of each other or of any one connected with the library or the school to outsiders until we have discussed the matter thoroly and without conclusion between ourselves. If we feel that an outside complaint is necessary then, let us make it to an authority who is capable of settling the question, e.g. the principal or the supervisor.

## ACCURACY

Accuracy is far more important than speed. Library work if properly pursued is an excellent training for accuracy. Think about what you are doing until the process is as familiar to you as eating. When in doubt always investigate before dismissing the case. One oversight or mistake on your part may cause much trouble for others. But don't be nervous. Be sure of yourself! Find out exactly what you are expected to do and how to do it and then proceed carefully. Never say you know how when you have the slightest doubt about the matter; your time and reputation will be saved by asking exactly how.

## PROMPTNESS

You must feel responsible for working, according to schedule your —— hours each week. If you are late, the time must be made up. Any temporary change in schedule can usually be arranged for but must be discussed ahead of time except in emergencies. The librarian is responsible for your schedule and any question asked by her should not be considered an impertinence but a part of her business. When you lose over ten minutes, report it and state when you are going to make it up. When a half day or more is to be made up your work will be planned for you.

## INITIATIVE

This quality never conflicts with accuracy. If in doubt, do not proceed without finding out what is to be done and how. Remember that the responsibility for any mistake or misunderstanding is borne by the librarian, so don't set yourself liable to make mistakes for which she must answer. As you do your work day by day, more and more responsibility will be delegated to you as you show yourself capable of assuming it. If you wish to be responsible for some particular duty, ask for it instead of simply assuming it.

There is a place for initiative. You are paid to think and to have ideas. Do not let a mistake occur which you can prevent because you think it is not your business. Your criticism, either adverse or favorable, will be appreciated at any time and in all cases. New ideas are welcome. If you see a better and newer way of doing something, suggest it. If you wish to try an experiment, you may if it is at all possible.

## KINDNESS

Your first concern is always your public. Your relation to them is that of a hostess. In every way endeavor to put them at their ease. They are at the age when a tiny mistake on their part can cause them untold misery. Prevent this. Like them and show them that you like them and want them in the library and that you enjoy answering their questions. This means that you must not show your authority for their benefit. Be gracious, kindly, but firm. You may command their respect, but you must earn their liking.

## POISE

Have absolute control of your emotions when you face your public. Never show the slightest annoyance with a child for any accident or boorishness on his part. Consider it your duty in so far as possible to see that each individual leaves the library satisfied and desiring to come again. Don't excuse the inexcusable to do this, but "in so far as it is humanly possible" induce them to like you and the library. When a child comes with a grievance or in answer to a summons from you, he may be annoying, but retain your own courteous attitude and do your best to explain the matter and if possible see that he gets your point of view and leaves without resentment if agreement is impossible. Never criti-

\* Assistant Professor of Library Science, University of Tennessee, Knoxville, Tennessee.

cize a child to another child or to a third party in the presence of another child.

#### CONTROL OVER OTHERS

Never try to discipline a child when you are disliking him or holding a grievance against him. If a child sees hate in your eyes, he will meet it with hate and stubbornness and will never forget it. Be perfectly good humored. As long as possible, keep him smiling. Most cases can be treated this way. Expect the normal child to behave and he will, unless you provoke him too much. Show that you expect his obedience and have every intention of getting it but don't develop the "chip-on-

the-shoulder" attitude. Suit your method to the individual. What you may severely criticize in one boy you must jokingly discourage in another. Never degrade yourself by being other than a gracious hostess. Another attitude may subject the individual at the time but it may alienate the group and the leaders. If your best efforts fail, there are other methods of treatment, but a display of temper or nerves is not among them.

Know the children as individuals: their likes and dislikes; be friends with them and they will be well behaved for you. Be happy; never show a grouch and they will never worry you.

### Sixth-Graders Try Indexing

By Edna F. Katowitz\*

ONE of the problems in library instruction in the elementary school is to cover future reference needs and at the same time create a life situation requiring concrete experience with reference tools.

Such a situation arose in the Mt. Auburn Elementary Training School, in Cleveland, which is also the library curriculum center where experimental work is sometimes undertaken, when the book *Egyptians of Long Ago*, by Mohr, was sent to us. We found that while the material was of great value, its use was limited since it lacked an index. It was then decided to try an experiment in library instruction in which the use of reference material would be learned thru the problems that arose in making an index rather than in the regular library instruction.

For this purpose a group of eight good, average 6A boys and girls was selected and the work began.

At the same time, however, instruction in the use of library reference tools went on with the other members of the 6A class in the regular procedure of small groups examining each tool carefully while solving problems in its use.

The meetings of the indexing group were held in the library during the regular weekly library period of the class, and lasted from 20 to 25 minutes, the rest of the period being devoted to selecting their books and browsing.

At the first meeting the book was examined and the value of making an index brought out. Books with various types of indexes were looked over, various terms defined, e.g. subject heading and sub-heading, and the procedure necessary in making an index discussed. Practical work was begun the following week by reading aloud to the group from the first

chapter, paragraph by paragraph, while each pupil noted in writing the headings that occurred to him as suitable for the subject matter included.

Then we paused and discussed the headings each one had written down, decided whether they adequately summed up the paragraphs read, and then selected the one agreed upon by all to be the most suitable. This final subject heading and the page numbers were written on a card by a member of the group. Related topics were added as sub-headings in the same manner and each subject heading had an individual card with its pages and sub-headings listed on it.

We continued this method of reading aloud, the whole group assigning subject headings individually at first, followed by discussion and selection, and finally writing the choice down, until the first chapter was completed.

It was then felt that they had the idea and procedure well in hand and could proceed in a more individual method to greater advantage. This idea was presented to them and they decided to appoint one of the group as chairman for the week; his main duty was to be in charge of the book in the classroom, and at any time during the day anyone in the group could take the book and continue indexing, putting his sub-headings on slips of paper. These slips were given to the chairman at the end of the day and he brought them to the library. As each child finished his bit of indexing a marker was put in the book showing the page where he had left off. In this way they worked before and after school in their room and during odd moments, when one finished class assignments before the others.

The regular meetings in the library were continued at which we discussed the headings

\* Assistant Librarian, Mt. Auburn School Library, Cleveland, Ohio.

that had been selected during the week; decided which to keep, which to combine with others, and which to omit. These were, in turn, written up on new cards or added to the cards we already had.

This method of procedure continued until the book was completed; then all the cards were verified for paging and the book was carefully gone over for any topics that might have been omitted. During this process it was found that the illustrations were not only of great importance but the accompanying explanations were invaluable material and should be included in the index.

Our next problem was "see" and "see also" references, the need for which became evident when related topics were met with; these terms were defined and several samples examined before assigning the references to their related subjects.

The actual work with the book was then completed and now the index was ready to be arranged.

First, all the cards were arranged alphabetically; then a number of indexes in other books were examined for arrangement and several general principles were found to be underlying all indexes, such as—

1. All subject headings and sub-headings were arranged alphabetically.
2. Sub-headings could be listed under the subject heading
  - (a) in running order, or,
  - (b) each topic on a separate line

3. Single pages were preceded and followed by commas. Inclusive paging was designated by hyphens.
4. "See" references were placed in their alphabetical order.
5. "See also" references were placed at the end of a subject.

It was decided that for our purpose an index with the sub-headings arranged one on each line would be easier to use.

The sub-headings and references on our cards had then to be arranged alphabetically. New cards were given out and the group proceeded to copy and arrange the cards in the form agreed upon. This phase of the work was done in the library at the regular meetings.

It was interesting to note at this point that a few of the group who had done especially fine work in the assigning of subject headings found the task of alphabetizing a difficult one and two girls, in particular, who did only fair work with the subject headings were unusually quick and accurate with the alphabetizing.

This task completed, the index was typed and pasted into the book by a member of the staff and at the next meeting it was examined by the group with glowing pride. In fact the enthusiasm over their achievement ran so high that now they each wanted to index a book alone.

When all was normal again it was decided, after consultation with their teacher, to show the index to the other members of the class



SIXTH GRADERS ENGAGED IN REFERENCE WORK  
Mt. Auburn Elementary Training School, Cleveland

in the schoolroom and to tell them how it had been made. For this purpose, the steps taken were reconstructed and an outline of the procedure was made by the whole group. A few weeks later two members of the group wrote an article for the school paper on how and by whom the index had been made, and at last the *Egyptians of Long Ago* went to its allotted place on the shelf, a better book.

One last meeting of the group was held and we examined and discussed the use of the various reference tools that the other groups of 6A's had used in their regular library instruction periods, and the general application

of the principles found in their indexing became evident to them. No supervised practice work with these tools was given this group, however.

Nevertheless, in the objective test given to all 6A's at the close of the term in the use of reference tools, this group averaged as high a standing as the others of equal mentality who had had regular library instruction and practice work: a result which gives some ground for the inference that they had begun to understand the technique of using reference material in general, thru their practical manipulation of one of its basic tools.

## Encouraging Hobbies in the New York Public Library

By *Hilah Paulmier\**

ONE morning recently an elderly woman came into one of the Bronx branches of the New York Public Library to be shown how to turn the heel of a sock, a housewife requested a good recipe for cucumber pickles, a middle-aged woman who had recently lost her husband asked for a book on simple piano lessons to help her forget her troubles, a department store manager sent for a list of books which the personnel of his store might read for self-improvement, and a small boy with a mangy terrier of doubtful breed wanted to compare his pet's points with the pictures in a dog book to see if he could enter Rover in the Madison Square Garden Dog Show. Such a conglomeration of questions is not an unusual occurrence at the information desk in any branch of the New York Public Library. Indeed, the mental leap from the serious to the humorous, and, not infrequently, from the sublime to the ridiculous, which the librarians sometimes have to make in order to satisfy the readers' insatiate desire for information on every subject imaginable, is all in the day's work.

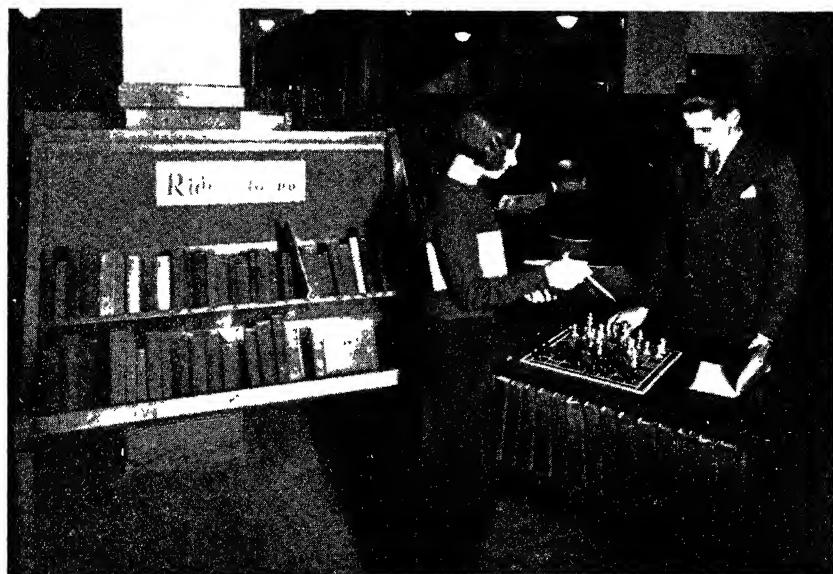
During the depression, when the problem of how to spend one's leisure time has been a vexing one to many people, much of this "human interest" work, as the librarians like to call it, has developed into finding books on hobbies for those whose time hangs heavily upon their hands. An interesting hobby helps the man out of work forget his troubles and financial worries. The librarians have had many touching experiences in helping these people "lose themselves" in interesting subjects. Often in thus losing themselves the unemployed have eventually found themselves, for hobbies sometimes develop into careers. The librarians have helped women young and old find material on rug-making,

basketry, candy-making, millinery, lamp-shade design, costume design, cooking, etc., and they have helped men find books on gardening, carpentry, cabinet-making, photography, sketching, and on all kinds of indoor and outdoor games. It would be difficult to think of any hobby on which information is not constantly in demand.

But it is not only the older people who are "hobby riders." Young people and children, also, have caught the hobby fever. Chess, for instance, is a subject in which boys as well as men are intensely interested. So great is the demand for books on this subject, that one busy branch has decreed that a reader may take home only one chess book at a time. In this branch, a young man has been seen daily with his chess outfit on a table, working out his problems and perfecting his game with the help of books on the subject. Children are asking for books on model airplanes, ship model building, bird study, stamp collecting, soap modeling, amateur science, handicraft, magic, etc. A short time ago one of the branches was literally swamped with questions about the hobbies of great men. The entire staff co-operated in making up lists and collecting material for this class of school children with their hobby assignment. In this branch a special collection was arranged over which was posted a bulletin which invited the readers to "ride a hobby." This collection had one drawback: the books were taken out so quickly, that the shelves were quite empty.

This work of helping the children "ride a hobby" interests the librarians greatly. While the staff gets much satisfaction from helping the adults—especially those out of work—find books on hobby subjects, it feels that it is important, also, to help the boys and

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WORKING OUT CHESS PROBLEMS WITH THE AID OF BOOKS  
Fordham Branch, New York Public Library

girls become interested in this popular subject, for the child who has a hobby in which he is intensely interested rarely become a juvenile delinquent problem. Specialists on child psychology and juvenile delinquency tell us that one of the causes of waywardness in children is unoccupied leisure time. Books for recreational reading, therefore, and, especially, books on hobbies, are factors in crime prevention work.

For this reason, the library feels that in thus encouraging the "hobby riders" by en-

deavoring to provide the readers, old and young, with books on hobby subjects, it is not only giving pleasure to its readers; it is, to a certain extent, aiding New York City in her effort to solve two problems which are paramount today: the problems of helping the unemployed find use for their leisure time, and of checking juvenile delinquency by helping the children, also, develop interest in subjects which are helpful instead of harmful.

### The A. L. A. Cooperative Publicity Plan

**W**ANTED: 1000 libraries to subscribe at once to a program of cooperative publicity service. An outline of this project before an overflow meeting of the Publicity Round Table (see report elsewhere in this issue) met with such a favorable reception at Richmond that the A.L.A. is asking for one thousand advance subscriptions at six dollars a year in order that work on the enterprise may be started immediately and the service launched in September. As tentatively described, a subscribing library will be entitled to receive monthly "one professionally designed poster and a copy of 'Publicity Tips Monthly,' a planographed bulletin containing news of publicity successfully carried out in

various parts of the country, designs and suggestions for exhibits, fillers for newspaper or radio, ideas for monthly publicity programs, and short popular reading lists on timely subjects." It is hoped and expected that five times one thousand libraries will subscribe to such a service, for the sake of economy as well as for the broader purpose of advertising their resources to the public.

Publicity is a problem on library management that has gained in importance from year to year. When the A.L.A. was first organized there was little discussion of publicity and even during recent years some have been disinclined to spend funds for this purpose, as though it were distasteful or unethical

to urge citizens to make use of something provided for their free use. This brings to mind the comparison Mr. Dewey made when he described the old-fashioned library as a Reservoir and the modern library as a Fountain. Without publicity a library is not likely to become more than a reservoir.

Perhaps the best proof of the value of publicity for libraries is the fact that those libraries that have devoted an adequate share of funds and attention to publicizing their resources are the same libraries that have achieved the most remarkable service records and have most unmistakably earned the valuable enthusiasm and support of their respective communities. In one of our larger Mid-Western cities, when the council severely reduced the library appropriation, citizens bombarded the council members demanding adequate support of the library until the cut was restored. It was a convincing exhibition of the fruits of effective publicity.

The cooperative publicity service proposed by A.L.A. should be capable of producing better publicity than most libraries have had the time, talent, or funds to prepare. When one library hires an artist or assigns a member of its staff to design a poster or other

printed matter, it incurs a substantial expense. Such publicity is often limited to one copy and is not multiplied for use of other libraries. All the cost is borne by one library, and only one benefits. In the production of printed matter, the cost of preparing copy and art work, of setting type and proofreading, in fact all expense up to the point where the press begins to multiply copies, is exactly the same whether five copies or five thousand are to be printed. Additional copies, as a rule, can be made for less than 1 per cent of the cost of the first copy. If librarians want to receive from a cooperative publicity agency a hundred times as much publicity material as they can produce themselves for the same cost, they will unhesitatingly support this new A.L.A. project.

Here, finally, is a little problem in mathematics.

One library can afford, let us say, only five dollars for art work on a poster. Five thousand libraries, by contributing one cent each, can raise fifty dollars to employ first-class talent and produce a superior piece of publicity. Which is preferable and more economical—the individual or the cooperative effort?

## Libraries in a Stream-lined World

By Alberta E. Williams\*

**H**OW to Reach the Non-user of the Library" is a perennial question with librarians. Two modern mediums for attaining this goal, the radio and pamphlet material, were discussed at the Regional Library Institute held at The Queens Borough Public Library, Jamaica, Long Island, on April 25th, under the auspices of the Library Extension Division of the State Education Department.

The Institute was somewhat unique in that the speakers for the day included only one librarian, the others being outstanding persons in related fields who are interested in library service. The 350 librarians from Greater New York, Westchester County and Long Island who attended found this arrangement stimulating and unusual.

### PAMPHLETS AND INEXPENSIVE MATERIAL

Henry Renouf, president of the Leisure League, spoke from the editor's point of view. Leisure is no longer considered wasteful and anti-social, he said. It is now interpreted as freedom or opportunity to live part of our lives as we please." The Leisure

League has recognized this new trend and has published pamphlets of all types to serve as aids to those who wish to make profitable use of their non-working hours and to live more fully. Mr Renouf reported that books and pamphlets on hobbies are selling by the thousands.

Daniel Melcher, of Henry Holt & Company told of publishers' early experiments in pamphlets, some of which were costly failures. Only those pamphlets which will sell in enormous quantities are profitable to a publisher. He suggested that libraries might profit in many ways by selling pamphlets. He felt that a wider public could be reached, and that many people would be induced to read books after obtaining the pamphlets at the libraries.

Albert Leventhal of Simon & Schuster, sent a paper to be read called, "The Coming Boom in Pamphlets," telling how this firm had been attempting to answer questions which had grown out of the depression and to publish such material in inexpensive form. So successful have they been that 431,750 copies of four paper-bound pamphlets were

\* Librarian, Bayside Branch, Queens Borough Public Library, Jamaica, N. Y.

sold in fifteen months. He reported that three general types of pamphlets have reached best sellerdom: first, those that answer a pressing personal problem of the individual; second, those dealing with current affairs and politics; third, those that concern themselves with a more abundant life.

Mr. Leventhal believes that once a man has come into the library for even the most practical type of pamphlet to help him in his business, the reading process has started and the librarian has an opportunity to interest him in the other facilities of the library.

The famous Color-Band method of arranging pamphlets was explained by Lois M. Wenman, head of the Periodicals Division of Newark Public Library. By means of this device, all pamphlets are marked by narrow bands of color which indicate their classification number and make shelving a simple process. The pamphlets are more widely used by this method than when they were segregated in a vertical file with clippings. The Newark Public Library has used this method successfully for many years.

#### LIBRARIANS ON THE AIR

Lyman L. Bryson of Columbia University, who conducts the Town Hall of the Air, bemoaned the fact that educational institutions did not prepare programs with more popular appeal whenever they are granted time on the air. Purely academic material will not interest the average radio listener, he said, nor should the broadcasting be entrusted to persons without adequate training before the microphone. Library and educational broadcasts have suffered from both of these shortcomings in the past.

Mr. Bryson is convinced that libraries will be granted ample time on the air just as soon as they can submit programs which have wide radio appeal, presented by broadcasters who understand radio technique. Library publicity must be enticing if it is to compete with the popular tooth paste and automobile programs now on the air.

Thomas L. Stix, radio agent for Hendrik Van Loon and other popular speakers, said that radio has vast selling power due to its personal, direct appeal to the listener. Radio and books have one great point in common: they are both enjoyed at their maximum in the privacy of one's own home.

He then spoke of a carefully worked out plan for a series of library radio broadcasts which is being considered by the A. L. A. and certain radio agencies. He was not at liberty to give details of the plan at that time, but promised an article giving full particulars as soon as negotiations are completed.

#### Planning Toward an Ideal

(Continued from page 676)

The Montclair Public Library program rests on the assumption that the library is an integral part of the social fabric, and that, as such, it must adapt itself to changing social conditions and needs in its community and in the region which surrounds it. Modern tendencies in education, the increasing demand for adult education service, and the special needs of suburban residents all have their significance for the library. To meet its social responsibilities, the service of the library must satisfy three fundamental obligations:

. . . Inherent in the library program is the obligation to assist in raising school-library work in the community to the highest possible level. More insisted, tho' no more important, is the obligation to function with speed—speed in book selection and book purchase, speed in providing books for borrowers, and speed in supplying information . . . Information service, as distinguished from reference service or research, is the suburban library's special province, and its third definite obligation. . . .

The interpretation of these "fundamental obligations" in terms of actual library service occupies a good share of the volume. While the discussion is definitely related to a particular library, care has been taken to "recount only those activities which involve contemporary problems common to most libraries in residential suburbs." The presentation is interesting, provocative, stimulating, but at all times essentially practical; it will appeal alike to the uninitiated and to experienced trustees and librarians.

Extended notice of each of the many problems raised and answered in this book cannot be given within the limits of this brief review, but the reader is referred especially to the chapters dealing with the interpretation of the library program (ch.V), the responsibilities of the Board of Trustees (ch.III), and the policies of organization and administration of the Montclair Public Library as set forth in the Appendices. The book is well-illustrated and is supplied with an adequate index.

Having recently emerged from a painful reading course in the scrappy and widely scattered literature of library administration, I consider it indeed a time for rejoicing when one can get an intelligent and practical discussion of the fundamental principles of public library management within the covers of a single book. *Portrait of a Library* is not only a mental vitalizer, but it is a first class job of writing and bookmaking. We trust that it will be widely read and that it will stimulate librarians in other parts of the country to come out from behind the card catalog and tell us about their work.

GUY R. LYLE  
Associate in Library Science  
University of Illinois Library School



# The Month at Random



Volume 10

Number 10

## WILSON BULLETIN FOR LIBRARIANS

June 1936

THE approval by the council of the American Library Association at the Richmond conference of the principle of federal aid for libraries, as recommended by its special committee on federal aid, is doubtless an historic event in the annals of American librarianship. To have acted otherwise would have been to fight against the clock and to have guaranteed that the forty-five or more million Americans who are today without library service would continue indefinitely to be deprived of educational nourishment. To librarians who are still unconvinced that "a system of permanent annual federal grants-in-aid to libraries is essential to the complete and adequate development of library service thruout the United States," we urgently recommend a careful examination of the discerning, thoro, and fair-minded report of the special committee, as published in a special supplement to the May issue of the *Bulletin of the American Library Association*.

Federal aid, let it be said, is not yet here and may be several years in coming. The immediate program should be one of unceasing activity, vigilance, and preparation, until the formal legislation is drawn and submitted. Librarianship must justify its plea for federal funds by defining and demonstrating its social value, its cultural vitality, its democratic character.

In itself federal aid cannot be considered as a goal for librarianship. It should be construed rather as a means whereby librarianship may aspire to reach its goal. "The one justification of the library in a democracy," said Louis R. Wilson in his presidential

address at the Richmond conference, "is that it shall be a medium thru which ideas may be transmitted from which society may profit."



In connection with its forthcoming biographical volume *British Authors of the 19th Century* which is to be published early next fall, The H. W. Wilson Company will be grateful for information leading to the location of published or unpublished portraits of the following authors: John Aikin, Lucy Aikin, Francis Herbert Bradley, Catherine Crowe, Lady Currie ("Violet Fane"), Harry Buxton Forman, William Martin (the English "Peter Parley"), Thomas Pringle, Mrs. Ann Radcliffe, Michael Scott, and Charles Whitehead.

*British Authors of the 19th Century* will include more than 1,000 names and will have approximately 350 portraits—many of them never published in this country before. A staff of editors and contributors has been preparing material for more than a year. The volume will be the fifth in the well known Wilson biographical series, which began with *Living Authors* (1931), followed by *Authors Today and Yesterday* (1933), *The Junior Book of Authors* (1934), and *Composers of Today* (1934).

Who use the public library? An exceedingly interesting answer to this question is made by Elizabeth M. Smith, Director of the Albany (N.Y.) Public Libraries. In the February-March issue of Albany's library publicity folder, "The Bridge," Miss Smith notes that of the city's 127,000 residents, 44,000 borrowed books from the public library within the four years previous to December 31, 1935. Of this entire number 35,173 were 14 or over and therefore adults in the library's use of the term. A majority were students or housewives.

When a study of the occupations of 3,729 gainfully employed borrowers was made, it yielded the following results:

Some occupational groups use the library more than others, as would be expected. For example, 23.6 per cent of the library's borrowers with earned incomes are professional people, who according to the census make up only 8.7 per cent of those gainfully employed in the city. Clerical occupations which engage only 16 per cent of the city's



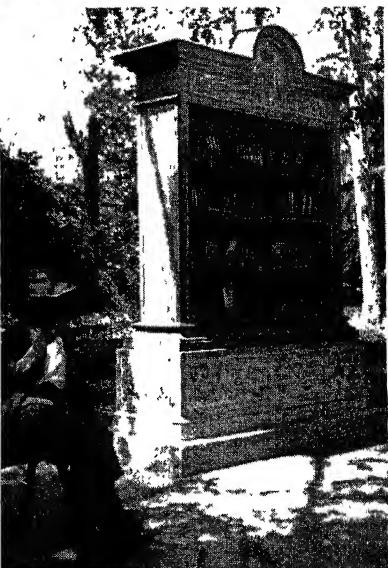
OPEN AIR LIBRARIES  
Operated on the "honor system"

Above: Bryant Park, New York  
Right: Madrid, Spain

workers make up 27.8 per cent of the library's gainfully employed borrowers.

On the other hand, the owners, managers and officials, skilled workers, operatives and laborers who comprise the manufacturing and mechanical industries group claim 29.9 per cent in the census and only 14.5 per cent of the library's gainfully employed borrowers. Among those engaged in trade the number of library borrowers is about what one would, from the census figures, expect it to be, 16.9 per cent of the whole.

Even without the support of these figures it has been evident for some time that the chief opportunity for expansion of library services within the American community is among the working people. What has kept laborers and industrial workers from making full use of our public libraries, which are, after all, primarily established for them? At the Richmond conference Russell J. Schunk of the Toledo Public Library touched



on one reason when he remarked that culture had been stressed by librarians to the point where the practical services rendered by the library "are almost unknown to the average adult."

The average adult has suspicions that "the librarian will sneak up on him and submerge him in cultural reading before he has a chance to defend himself. It becomes difficult, therefore, to contact wage earners of a community because of their instinctive shunning of the rarefied cultural atmosphere which they imagine surrounds all book collections."

We agree with what Mr Schunk says—with all, that is, except his use of the word "contact"!

Subscribers will please note that this is the last issue of the *Bulletin* until September. No issues are published in July or August. Please note, also, that the index for the current volume (which concludes with this issue) is *included in this issue*. It will be found in the center of the magazine. To remove, lift staples. Please note this information for future reference. Each year some hundreds of subscribers write us needlessly, asking for the July and August issues and for the index.

Community libraries are being established in rural areas in New York State under the sponsorship of the National Youth Administration. The object is to provide work for unemployed youth and at the same time to extend library service thruout the state. In Nedrow, a typical community, two local boys have been placed in charge of books. They operate a book-car which stops at individual farm homes, and they also plan to provide books to five one-room schools lying within a radius of seven miles of Nedrow. The project is sponsored by the Library Extension Division of the New York State Department of Education, of which Frank L. Tolman is director, and financed by N.Y.A. A statewide drive will be made for books, which, after a stated time, will be exchanged for books from other communities participating in similar projects. The State has been divided into ten districts and each district is to be supervised by a competent supervisor and the entire project directed by a trained and experienced librarian, reports Mr. Tolman. He adds that in regions where libraries now exist "the local librarians can assist and likewise be assisted. A youth may even be assigned to the library to extend the library service."

N.Y.A. is, of course, active in other states. Betty Wooden, Librarian of the Sarasota, Florida, Public Library, sends us a copy of her reply to the Administration's offer "to provide each library in the State with one or two young men or women between the ages of 16 and 25 years to serve as general library assistants. . . . The young people will work about 46 hours per month and receive one-third the security wage" of the county. Their work will be financed for at least three months

Miss Wooden's retort to the administrative assistant of N.Y.A. is that "years of research and study, to say nothing of hundreds of dollars, go into the education of a librarian, and yet you have the gall to suggest that your protégés learn library science in three months!!!! It's absurd and an insult to the fine members of an over-worked and under-paid profession. If you really want to help, why not establish a training school, give them three months of intensive training and then send them out as library assistants?"

We should be interested to learn what other librarians think of N.Y.A.'s library projects.



During the recent floods the Orange Public Library at Orange, Massachusetts, had the great misfortune to lose all the books and equipment in its Children's Room. Of its 5000 volumes only 500 which were in circulation in homes and schools were saved. The library has no endowment fund but is supported by town appropriations and its children's collection had been built up gradually over a period of many years. The town will not be able to finance reconstruction beyond the bare essentials so that the library must hope for gifts to help reestablish its former excellent service. If there are any libraries or individuals who have books they would care to contribute and will notify Miss N. Gertrude Hendrickson, the Librarian, the gift will be much appreciated.

One of the special interests to which San Fernando Valley branches of the Los Angeles Public Library devote much attention is gardening and each year when the San Fernando Valley flower show is planned space is allotted to a library exhibit. Van Nuys and Sidney Lanier branches cooperate in thus linking the library with a valley-wide organization that is growing in interest and importance each year.

"Finding that an exhibit of books, entailing the constant attendance of a staff member, called for more time than we could spare from regular duties we used for the 1935



LIBRARY EXHIBIT AT CALIFORNIA FLOWER SHOW  
Prepared by the Van Nuys and Sidney Lanier branches of the Los Angeles Public Library

exhibit only book-jackets and book-lists," writes Mary E. Strong, librarian of the Van Nuys Branch. "The table assigned to us was six feet by three feet and on it we had ample space for a garden consisting of a green crepe paper lawn with a stepping stone path of gay coral and green book lists, the colors alternating as the path led up to a group of miniature garden furniture, treasured from childhood by one of the Van Nuys staff. Around the whole was a realistic white picket fence cut from poster paper, and scattered up and down the path were tiny pots of flowers. Although additional lists were placed by the gate some of the stepping stones had been removed for reference by interested passers-by before we had a picture taken. About half our exhibit is shown here.

"Those in charge of the show told us that ours was one of the most popular displays and was more commented upon than before. This was partly due to our having a larger space this year; but we think that the garden, too, had its part in attracting more attention than our one modest bouquet of last year."

The British Commissioners of Prisons announce that because of the great demand for technical books of all kinds in English prisons a central technical catalog is being prepared in Wakefield by means of which all prisons

will eventually be able to draw on technical books in the libraries of all other prisons. In a number of prisons arrangements have been made whereby books on special subjects may be borrowed from the local public library. With a view to improving the administration of the libraries a new post of "librarian officer" has been created; these officers have, in many cases, undergone a course of instruction at a public library and there is no doubt, say the Commissioners, that the efficiency and value of the library service have already benefited by the allocation of a special officer to this work.

Available free from Appleton-Century, a club program and study outline on Susan Ertz's novel *Woman Alive*.

Two prizes each of \$25 worth of books are offered by Sheed & Ward, New York, (A) for the best rhymed review of any Sheed & Ward book, (B) for the best unpublished review in prose of any Sheed & Ward book written by C. C. Martindale, Christopher Dawson, or Ross Hoffman. Closing date is July 31.

As a feature of Boys and Girls Week, the Kenosha, Wisconsin, Public Library announced that all children using their library cards during the week would have their past fines canceled, with the exception of lost book fines. A box was placed in each children's library agency for the return of lost and found books, no questions asked.

The *Journal and Guide*, Norfolk, Virginia, in its issue of April 4 publishes the first annual index to the news columns of the Negro press. This index to the Norfolk *Journal and Guide* was prepared by the Fisk University Library staff under the direction of Carl M. White, librarian.

In sending us the accompanying photograph of an exhibit for Business and Professional Women's Club week, March 15-21, Minerva Waterman, librarian of the Santa Cruz (Calif.) Public Library, remarks that the display was based on one suggested by Matilde Kelly in the February 1935 issue of *Wilson Bulletin*.



HANDICRAFT DISPLAY  
Santa Cruz (Calif.) Public Library

"Our 'shelves' are apple boxes painted black outside and silver inside. The background is a screen with panels of red and white gingham. The plants are all from rock gardens, a big hobby in Santa Cruz. The pottery was made by pupils of one of the rural schools. The cost of the exhibit was 49 cents. It attracted a great deal of attention."

The proceedings of the First Librarians' Institute held on the campus of the University of Southern California, Los Angeles, are now obtainable in mimeographed form. The price is 25c to those who attended the Institute and 75c to others. Address the University.

Ethel F. Samuel, children's librarian at Pierre, South Dakota, reports that a ballot on favorite books at the library resulted as follows:

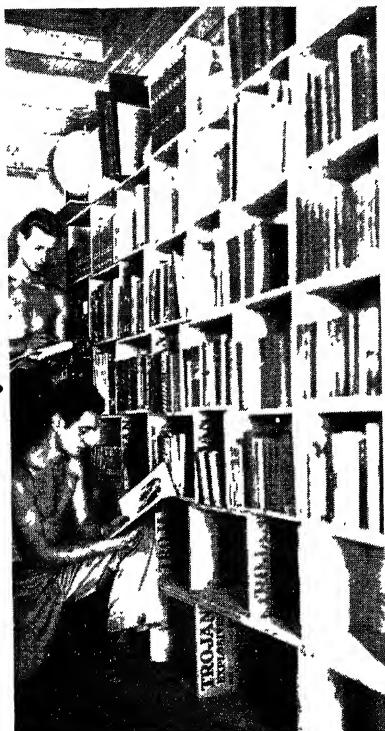
GIRLS	
Mystery	House of many stairways
Funny	Mrs. Wiggs of the Cabbage Patch
Animal	Black Beauty
Dog	Dog of Flanders
Sea	The jinx ship
Airplane	Haunted airways
Adventure	Wonderful adventures of Nils
Biography	Invincible Louisa
Folk lore	Robin Louisa
Poem	The children's hour

BOYS	
Mystery	The jinx ship
Funny	The ransom of Red Chief
Animal	Navarre of the North
Dog	Bob, son of Battle
Sea	Billy Topsail
Airplane	We
Adventure	Safari
Biography	Daniel Boone
Folk lore	Court of King Arthur
Poem	Building of the ship

### Library Work in the CCC

Early in 1933 the CCC came into being and in November the educational set-up for the camps was established. From the very first, teaching materials and library books were two of the greatest problems, for only meagre appropriations were available for such expenditures.

But the proponents of library service for these youths were not idle. Nearly a year ago the ALA, in response to a request from the Office of Education, submitted a suggested program of library service for the CCC. The suggested plan called for one professionally trained and experienced librarian at the national headquarters, one at each of the nine corps area headquarters, and one in each of the 76 districts. To date the only trained librarian in the service is the one in charge of work in the Ninth Corps Area—William P. Tucker, at the Presidio of San Francisco.



CCC CAMP LIBRARY  
Near San Francisco

Library work in the Ninth Corps Area includes the following:

- Maintaining a headquarters library.
- Maintaining close relations with libraries in the vicinity.
- Preparing and issuing outlines of reading courses.
- Preparing and issuing bibliographies of books suitable for purchase.
- Making studies of reading interests and habits of enrollees and issuing same in bulletin form.
- Preparing and issuing bulletins for the guidance of camp educational advisers covering various problems of library technique.
- Procuring gifts of discarded books from libraries.
- Having charge of the editorial work in connection with the preparation and publication of vocational textbooks for the camps.

A more detailed account of this new field of library work is contained in an article by Mr. Tucker ("CCC Library Work") in *School and Society* for January 4, 1936.

As a part of the cooperative work now being done by the American Library Association and the Cooperative Cataloging Service of the Library of Congress in analyzing difficult series and sets of publications, entries will soon begin to be printed for both the Greek and the Latin series of Migne's *Patrologia*. The Cooperative Cataloging Service of the Library of Congress will carry along at the same time the analysis of the three principal sets of the writings of the Fathers in English. A circular letter has recently been sent to a selection of American libraries and a few libraries outside of America in regard to these sets of analytical entries. Since it is probable that numerous libraries having these sets would like to have them cataloged analytically, but will not be reached in this way, we are asked to call attention to this undertaking and give the estimated cost of a dictionary catalog set of cards for each of the five series, as follows:

Migne Patrologia latina .....	221 vols.	\$65.58
Migne Patrologia graeca .....	161 vols.	37.89
Ante-Nicene Christian library (Edinburgh) .....	24 vols.	2.82
Ante-Nicene Fathers (Buffalo) .....	9 vols.	4.86
Select library of Nicene and post-Nicene Fathers (New York) .....	28 vols.	2.64

Those interested in obtaining sets of these cards are invited to write for fuller information to the American Library Association, Cooperative Cataloging Committee, Library of Congress, Washington, D. C.

#### Lament of a Cataloger

I cannot see  
I cannot see  
The use of much  
Consistency.  
  
I'd rather find  
I'd rather find  
Originality  
Of mind  
  
Than one, whose thoughts  
Set in a mold,  
Does just exactly  
As he's told.  
  
If I were wise  
If I were wise  
I'd find a typist's  
Paradise  
  
Where spaces two  
And spaces three  
Mix with  
Irregularity  
  
And letters small  
Or letters tall  
Would make no difference  
At all.

'Twould be indeed  
'Twould be indeed  
Profusion gay  
Tho hard to read.

\*ELIZABETH PHILLIPS  
Burlingame, California

# The Foreign Scene

By Arthur Berthold

EARLY this year the *Library Journal* published a symposium on union catalogs in this country. It outlined certain facts and practices of over a dozen union catalogs. To those mentioned, we may add the Union Library Catalog of the Philadelphia Metropolitan Area—a project now being vigorously pursued under a grant from the WPA and from private sources. This new project has not received much publicity and it is not my business nor intention to say any more about it. It provides an introduction, however, to two most interesting articles on union catalogs abroad.

Last year there appeared in England J. H. P. Pafford's *Library Cooperation in Europe*. This work, it may be recalled, is the first extensive treatment of such subjects as interlibrary loans, library cooperation, and union catalogs existing in any language. The March issue of the *Bibliothekleven* contains a very appreciative review of this book. It is by L. Brummel, a Dutch librarian to whom library cooperation is almost a personal matter. He agrees with Pafford that union catalogs are, in the nature of things, convenient and desirable instruments for the identification and the locating of books, but that it is not safe to expect much beyond these two services. His main concern is to explain the principles and the aims of library cooperation and in this he draws upon the rich background of Dutch achievement dating back to the days of Vattemare, and Jewett's activities at the Smithsonian Institution.

The January-February number of the *Zentralblatt für Bibliothekswesen* carries an article by Hermann Fuchs on the German union catalog (Der deutsche Gesamtkatalog). It must be explained that what is meant here is not the Gesamtkatalog of the Prussian libraries of which several volumes are already in print, but an entirely new work. The Prussian undertaking limits itself to the holdings of about twenty-five libraries and altho it is rather impressive for German literature, it is far from being complete even in this field. Quite early in its history, certain librarians began to point out its serious shortcomings and the question of whether or not to include all of the important German libraries had never been entirely settled. Now, with the advent of the Third Reich, the question has been again raised and it appears that the advocates of an all-German union catalog have now had their way.

As early as May 22, 1935, the Reichserziehungsministerium (State Ministry of Education) took the problem in hand and since then material progress has been made. The general scheme for the all-German union catalog follows that already established by the Gesamtkatalog. In fact, the Prussian enterprise is to remain the cornerstone of the

enlarged project. The main innovations are these:

All German libraries open to the public are to be included if they possess 100,000 volumes or more. Special libraries, with distinctive collections, are to be included even when their total number of volumes does not reach the minimum set for the public libraries. The Gesamtkatalog excludes university and society publications as also oriental works. The new union catalog will include these. It is stated that for orientalia, it will include such works as have been translated into a Western language and such Western books which have been translated into an oriental language. The time limit is to remain the same—all works will be included published to 1930.

This is a magnificent scheme. Even on cards alone—as our own union catalog at the Library of Congress—it would be a bibliographical aid of which the nation could be proud. To have it also published in book form and thus to make it available to scholars and readers wherever they may be, increases its value tremendously. It will do more for German libraries and literature than the British Museum catalog does for the English speaking world and the catalog of the Bibliothèque Nationale for France. What one would desire is that the Lenin Library at Moscow should undertake a like task for Slavonic literature. But that would almost be too much of a good thing. In the meantime, there is still much to be done locally and in our own country.

ARTHUR BERTHOLD

## Library Key

To Librarians.

A revised edition of *Library Key* is to be issued this fall. In making the revision, I should like to profit by the experience of those who have used the book in teaching. Notes and suggestions should reach me before June 15, if possible.

Especially, I want to know how much use is made of Appendix 1, "Contracts for practice work by high school students," by Miss Scripture and Miss Greer. Since this material is also published separately, would it be better to use the space for other aids?

Are there places where you think the book should be condensed, or expanded? Are there places where it is not clear? Can you suggest other improvements? Not all suggestions can be adopted, since some will probably be contradictory to others, but all will be considered.

ZAIDEE BROWN

State Teachers College Library  
Montclair, N. J.

## The Richmond Conference

(Continued from page 647)

steering wheel occasionally?" This question was flung at the large audience attending the Adult Education Round Table on Tuesday afternoon by Professor Lyman Bryson of the Department of Adult Education, Teachers College, Columbia. The meeting, at which Miss Mary U. Rothrock, Tennessee Valley Authority, presided, was an attempt to provoke informal discussion from the floor without having a program (except as it existed in the very active mind of the resourceful leader whose experience as forum director made it possible for him to get even librarians to talk!).

What institution is the logical center of adult education activity in the community: the school, the social agency, the Y.M.C.A., etc.? Mr. Bryson thinks that the library has a claim to the center of the field but is not sure that librarians have thought out and defined what the unique contribution of the library is or that they have worked out the techniques which will enable them to fulfill that unique function. A composite definition of principles seemed to emerge from the rapid fire of questions and answers. The library is concerned with arousing and maintaining intellectual curiosity; with attempts to get the individual to use the intellectual resources of the past just as he uses natural resources. Its special techniques involve emphasis on the informal approach to individuals and to groups.

The liveliest discussion centered around the question as to whether librarians as a whole were devoted to the ideal of mass education or to the more selective process of assisting leaders and those most capable of profiting by what we have to offer. Whatever may be the general practice, it was evident that those present thought in terms of the greatest good to the greatest number. Whether or not our long standing belief in the effectiveness of intensive service to the individual should give way to techniques which would reach larger numbers thru service to groups seemed to have ardent supporters on both sides. Many tried to eat their cake and have it too by insisting that even the selective process made necessary by limited funds did not necessarily make it impossible to serve the individual and the group.

Book selection problems inevitably cropped out in the consideration of the idea of mass education, particularly as the latter involved reaching the large numbers who demand simpler books. Again the idea to be all things to all men cropped up. Few wanted to admit that they would buy the scholarly

book of value to the few over a long period of time in preference to a large number of copies of a work on some timely subject for which there was a legitimate present tho ephemeral demand. Like a Greek chorus came the ever-recurring refrain: "It all depends on the budget." Perhaps it arose louder when our duty to the masses of people beyond the library walls came under consideration. Whether to spread our services thinly over larger areas or to give more effective and concentrated service to those who come of their own accord to us found adherents on both sides.

No set principles emerged or were expected to emerge from the discussion but from the arguments overheard in the lobby and at dinner tables afterward, the meeting had had the desired effect. Were there any disappointing features? Yes. One budding librarian was overheard to remark, "I saw a lot of important librarians there but they did not have a word to contribute. Don't they have ideas on the subject as well as the young ones?" "Important librarians" will please remember that remark when A.L.A. meets again.

The newly-elected officers are: Ernestine Rose, 135th Street Branch, New York Public Library, Chairman; Catherine Bailey, readers' adviser, Indianapolis Public Library, Secretary; Margery Quigley, librarian, Montclair, N.J. Public Library.

MARION E. HAWES  
Enoch Pratt Free Library  
Baltimore, Md.

## Young People's Reading Round Table

"Does the public library honestly want all young people? Enough to cut red tape? Enough to provide a staff adequate to serve them? Enough to avoid too strict insistence on peace and quiet? Are librarians willing actually to read themselves the books they hand to young people, and do they want young people enough to treat them as adults and as individuals? These were the challenges hurled by Miss Margaret Scoggin of the New York Public Library in her forceful talk before the Young People's Reading Round Table at Richmond May 12. She declared that most young people decidedly do want books, and as for the reluctant readers, it is up to the librarian to discover what bait is best for them and to offer it under the most tempting circumstances.

• The need for treating young people as adults and as individuals was the recurrent note in all the talks by librarians before this

round table, which was presided over by Miss Mabel Williams, Superintendent of Work with Schools of the New York Public Library. The first speaker on the program was Dr. Walter Newman, state director of the National Youth Administration. He read the paper which was to have been delivered by Dr. John Jay Corson, Professor of Economics in the University of Richmond and Director of the Richmond Public Forum, who could not be present. The substance of his paper was a survey of the work of the N.Y.A. in employing and guiding youth, of whom about 9000 are now employed at various jobs in American libraries.

Miss Scoggin's talk provided the real meat of the meeting. She declared that the librarian's greatest problem in serving youth is the reluctant reader, and she laid down numerous rules regarding the proper psychological approach to this type of potential user of the library. She pleaded for less red tape, and advised that young people should be met on their own individual levels. When dealing with boys who will not read anything but *Popular Mechanics* or something similar, the thing to do is to provide plenty of copies of just that sort of reading matter, hoping that they will progress eventually to even the technical books on matters near their hearts. She made the point that the atmosphere of the library must be free and easy if these reluctant ones are to be coaxed to read. Discipline freezes any desire to browse, she said. Floor work, especially in the small library, is very important. Hobby shows and the like, even when not immediately connected with books, may indirectly stimulate reading.

Perhaps Miss Scoggin's most telling assertion was that if there were fewer reluctant readers among the librarians who serve young people, their charges would not be so unwilling to read, for you cannot expect youth to be persuaded by someone who obviously doesn't know at first hand the books handed out.

Miss Helen L. Funnell of the Collinwood High School Branch Public Library of Cleveland, talked about her experiences in directing recreational reading. She reiterated that the proper approach to young people is thru their already established interests, and she told of her success in group work, particularly with a group interested in biographies. Her excerpts from the students' comments on the books they read were illuminating and entertaining. One boy enjoyed the life of Pasteur, but still wanted to know what the scientist did in his spare time. Young people seem to want a sense of reality and some sort of struggle in the biographies they read. Girls like those which tell of the pursuit

of a career, travel, and homemaking. Boys greatly prefer lives of scientists and adventurers, as might be expected. A bit of technique which Miss Funnell suggested was that the librarian keep a scrap book of brief comments by the students on books they have read, for the guidance of other students, who have considerable confidence in their friends' estimates.

Miss Alice Lefevre of the New Rochelle Public Library described that library's recent project with young people. One assistant, specially picked, was detailed for the work, free of any department and all routine. A corner of the main floor was set apart for readers aged from 14 to 21, and about two hundred attractive copies of selected titles (which were withdrawn if not circulated within two weeks) were shelved there. A large circulation resulted from this special service to a group much too old for a children's room.

ROBERT FRANKLIN  
Bronx Reference Center  
New York Public Library

## College and Reference Section

The meetings of the College and Reference Section at the Richmond Conference were notable for two reasons. The first reason was because two of the meetings were held in cooperation with other groups and committees of the American Library Association. The general meeting was held in joint session with the Committee on Library Resources. Doctor Bishop, Chairman of the committee, presided and important papers were given. Mr. Coney of the University of Texas Library reported on "The Informal Conference on Union Catalogs" held in Washington on April 17 and 19 under the auspices of the Committee on Library Resources, and attended by thirty librarians and others interested. The subject of union catalogs was considered under three headings—objectives, projects under way or in prospect, and means of creation. The question of creation of union catalogs brings forward the advantages of the film method of production. It is very much cheaper than that of photostating, Dexigraphing, and typing. Attention was called particularly to the suggestion by Mr. Metcalf of filming the nine million cards now in the union Catalog at Washington which can be done for about five thousand dollars. The ideal plan for starting the Union Catalog would be to use the file of the Library of Congress cards as a base. This is expensive and the use of existing depositories was urged. The use of relief labor in filing Union Catalogs has been found profitable.

Dr. Keogh of Yale University gave the second paper on "Report Rariora to the Library of Congress Union Catalog" calling attention again to the great expense of the usual methods of reproduction for catalog cards and the cheapness of film methods. He advised the establishment of traveling cameras so that files of cards would not have to be sent away from the library.

Mr. Gerould in his "Standards for the Description of Library Resources" raised the question as to just what constitutes special collections of books, and of the value of purely numerical lists. He said a careful selection of material is much more valuable than a larger one less carefully selected. He called attention to the schedules prepared by Mr. Downes of the University of North Carolina Library for the evaluation of the resources of southern libraries. Finally, he emphasized the great importance to scholars of a real survey of book resources done to the bibliographic satisfaction of the scholars of the country and mentioned sporadic attempts at solving the problem on the part of university administrators.

The Round Table for College Librarians was held in cooperation with the College Library Advisory Board. A description of the work of the Board was given by Blanche McCrum, Chairman of the Board and Librarian of Washington and Lee University, and a paper on the "Qualitative Study of Fiction and its Implications for the College Librarian" was given by Miss Foster of Hollins College Library. She asked what books are good for what people, and referred to recent experiments in reading at the University of Chicago Library School. These experiments show that the amateur reader has a tendency to choose that reading matter which lags behind, or is at most abreast of his own stage of development. The good book, as we know, is the one slightly in advance from the viewpoint of human experience. There is room in the college library for a supply of reading matter well ahead of that appearing in the women's magazines, but which may still be considerably tempered from the requirements of reading courses. The purpose of the paper has been to indicate that there can ultimately be a scientific answer provided to the hitherto philosophical question of—what is a good book?

Turning from college interests to those of the reference departments of public libraries, the Reference Librarians Round Table was especially fortunate in hearing two important papers—one by Miss Guerrier of the Boston Public Library on "The Measurement of Reference Service," and one by Florence Gifford of the Cleveland Public Library on "The General Reference Division in a De-

partmentalized Library." Miss Gifford told of an experiment made by nine large public library systems in studying the allotment for the various departments and a classification of reference questions. It was found that 83 per cent of questions asked were designed as "informative and fact finding"; 8 per cent were classified "research"; 9 per cent were classified "readers' adviser." Libraries disagreed as to what constituted research. "In plain truth 90 per cent of what goes on in our libraries by the name of reference work is neither research nor in interest of research." The question was then raised as to whether reference work can be measured. Seven factors upon which the time element depends were mentioned and the difficulty of setting up an absolute standard acknowledged. As to the measurement of the value of this service we must admit that the two factors entering into it are the ability of the library worker to give and the will of the user to receive—both immeasurable." Appendixes give typical questions and related facts.

Miss Gifford outlined the development of the departmentalized system in Cleveland and the organization of the general reference division as a reference and general information division. She said further that the general reference division is a coordinating unit, a point of first contact with readers, and a court of last resort.

The second reason why this session of the College and Reference section was important is because a movement was inaugurated to reorganize the section. For some time there has been a growing discontent with the service rendered by the section to all its component groups. This resulted in two questionnaires—one from the Teachers College Librarians group sent out to all paid members of the section to ascertain whether they could be admitted to the section on condition that it be limited to college libraries representing institutions emphasizing instruction rather than research. The second questionnaire was sent to reference librarians of public libraries at the request of the chairman of the section, Mr. Towne, by Mabel Conat to secure their opinion as to what form of A.L.A. representation they would prefer.

The membership of the section did not approve the admittance of Teachers College Librarians on the basis of the conditions made. The reference librarians of public libraries indicated, as a result of their questionnaire, that they preferred a separate independent round table. The results of these questionnaires and the opinions expressed by many librarians interested resulted in a motion made at the business meeting of the section to appoint a committee composed of representatives from each group to study a reor-

ganization plan and report at the next conference.

Officers for 1936-37 are:

Anna M. Tarr, Librarian, Lawrence College—President  
Rudolph Gjelsness, Librarian, University of Arizona—Director  
Harry Clemons, Librarian, University of Virginia—Director  
Jackson Towne, Librarian, Michigan State College—Director  
Willard P. Lewis, Librarian, Pennsylvania State College—Secretary, Treasurer

WILLARD P. LEWIS  
*Pennsylvania State College*

### School Libraries Section

Has it been the brilliant sunshine, the haze over the hills and mountains, the far-famed Virginia hospitality, the stimulating speakers, the joy of seeing and being old friends, or the zest of the committee in charge which makes the school librarians so loathe to leave the Richmond conference this morning?

Mary Bacon, our splendid chairman, Maud Minster as secretary, Marie Hostetter, Mary Foster and Mildred Batchelder as directors on the board helped to make every occasion a grand success. C. W. Dickinson, Jane Moss, Vi Martin, Sarah Jane Robinson and Reba Wartman, as the local committee, were responsible for the fine arrangements and good publicity. More than fifty attended the business session Tuesday and as the week passed attendance increased with a final two hundred and six sitting down to dinner at the County Club of Virginia.

One of the biggest thrills was a check for eighty-eight dollars from The H. W. Wilson Company as the section's royalty for the sale of the "Background Studies." These were the beginning of a project of the now abandoned School Libraries Committee. The section voted to take over the work and put out further Background Studies.

A new constitution for the section was presented and criticised. This will be printed in full very soon. Your careful reading and criticisms are solicited. The revision then will be presented for adoption next year.

Martha Parks, as chairman of the committee on school librarians' training, read the report. They had sent questionnaires to trained school librarians and administrators of schools that have trained librarians in various parts of the country in an effort to find out whether the training in library schools has fitted school librarians to meet the needs in their school libraries. Summaries and conclusions from the answers received were

made. We hope that the survey will be published.

Eleanor Witmer presented the report of the nominating committee. The new officers elected were treasurer, Iva Winterfield, Assistant Librarian, Technical High School, Omaha; secretary, Helen M. Clark, School Library Adviser, Indiana State Library, Indianapolis; director to fill the vacancy caused by the resignation of Mildred Batchelder, Gretchen Westervelt, Librarian, School of Practice, State Normal School, Potsdam, N.Y.; and new director, Althea Currin, Librarian, Glenville High School, Cleveland. The continuing directors are Marie Hostetter, Assistant Professor, University of Illinois Library School, Urbana, who is the new chairman, Mary E. Foster, Head of Schools Department, Pittsburgh, and Elsa R. Berner, Lake Junior High School, Denver. These seven constitute the executive board for the section. Velma Shaffer, Supervisor of School Libraries, Gary, will be chairman of the publicity committee.

The Teachers College Librarians Round Table, Margie Helm, chairman, discussed library instruction for freshmen, teachers, school administrators, and teacher librarians with Mary Floyd, Louis Shores and Ferne R. Hoover leading. For the general session Friday afternoon John Carr Duff, Principal, Edgemont School, Scarsdale, N.Y. envisioned the library museum which will make the child in school see the world as a continuous change which he must meet creatively. He said that in the old days the librarian and books were very reserved but the new library is a vertical file rampant on a field of periodicals. He does not advocate museum pieces under glass continuously collecting dust, but changing exhibits which integrate with the curriculum to show the living, acting realities of a time or a locality. Marie Hostetter followed with a paper to show methods of integrating library instruction with the curriculum. She said that librarians are deciding that instruction as a unit of another course or as part of several courses is more effective than instruction as a separate subject. Interest caused by an actual need replaces artificial motivation and gives a variety of applications.

Edith A. Lathrop, Associate Specialist, School Libraries, U.S. Office of Education, and Chairman of the Joint Committee of the A.L.A. and N.E.A. was chairman of the School library standards discussion group. She introduced Walter E. Eells, Coordinator of the Cooperative Study of Secondary School Standards, who presented the outline of criteria for evaluating the high school library. He asked for discussion as to whether the points of information sought were valid,

feasible to secure, and satisfactory with which to judge. The group showed much interest and gave constructive criticism.

At the joint meeting of the Section for Library Work with Children and the Young People's Reading Round Table, Jean C. Roos, chairman of the Board on Library Service to Children and Young People, led the discussion of the topic, Extension and Improvement of Library Service for Children and Young People. As the representative from each of the sections, Ethel C. Wright, Florence Kennedy, Mary J. Cain, contributed her ideas of the infinite possibilities for the work of the new division, ranging from encouraging more instruction at teachers colleges in books for boys and girls to working with the best architects in the country on library planning and developing a book broadcast for the youth of eight to eighty which will do for books what Major Bowes does for amateurs.

Miss Van Cleve asked for an organization of our leadership in the management of the work of the department. She says that their field trips will be made to investigate at first hand the library service which is being given in cities and rural districts by public libraries and schools. She says that each of us should strive to get clauses in the laws of the states which will provide adequate library service for children and young people in the cities and rural areas and special training in children's literature for teachers and librarians, that we should be in touch with taxes and budgets to know how much is used for children. We need to stimulate progressive thinking for a program of coordination of library service to young people in the schools and in the public library.

The School Library Supervisors Breakfast with Mr. Dickinson as chairman, the Private School Librarians Breakfast with Vi Martin as chairman and the Board of Education Librarians and Librarians of Teachers Rooms with Dilla Whittemore MacBean as chairman were all enjoyed as social occasions and stimulating discussion groups.

The grand final dinner was a beautiful occasion in a perfect setting viewing the distant hills. The school librarians of Virginia as hostesses and the Virginia authors as guests made it a memorable evening.

Here's to many more school librarians next year in New York!

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HELEN M. CLARK  
Indiana State Library  
Indianapolis, Ind.

## League of Library Commissions

Certification of librarians is already an accepted desideratum by extension workers throughout the country. Or so one would judge

from the comments and questions that arose at a meeting of the League of Library Commissions held in conjunction with the National Association of State Libraries and the Board of Education for Librarianship at Richmond. Reports of progress and appeals for more widespread approval and information were presented by representatives of trustees, and of public, school, and university librarians. And those participating in the informal discussion that followed showed that their allegiance to certification had already been won and that their concern now was with the best methods of securing the necessary legislation in their states.

Meeting again with the National Association of State Libraries, the League had the privilege of obtaining a broad, comprehensive view of a program which might be adopted by individual states to insure complete library service. The functions of the state library in aiding other governmental departments were delightfully set forth in a paper by Grace Sherwood of the Rhode Island State Library. And the state's duty in giving adequate service to its many wards in institutions was ably presented by Perrie Jones of Minnesota. Walter D. Cocking, of the Education Department of Tennessee, deplored the fact that though the mechanics of reading are taught to children in the primary grades, sufficient books are not available for them to read as they grow older, stressed the need of coordinating the resources of the state for complete coverage, and told of the ten library regions now laid out in Tennessee.

The distinguished author of the recent biography of Robert E. Lee, Douglas Freeman, made an eloquent plea for the preservation of records in the interests of history and research, and spoke particularly of the value of autobiographies even of inconspicuous people in whose pages are often found sidelights on the characters of more noted ones.

Alice Tyler, former Commission Secretary, and one-time president of the League was the guest of honor at a dinner arranged by Beverly Wheatcroft, Secretary of the Georgia Library Commission, and attended by forty-nine people. Flowers and place-cards were graciously provided by Leslie Stevens, Secretary of the Virginia Commission.

Because of lack of funds, the League at its business meeting following the dinner, voted to hold in abeyance the publication of the supplement to American Library Laws, which Mr. Tolman had started to compile. It accepted with appreciation the blank worked out by the statistics committee whose effort has been to make a questionnaire blank suitable for the use of all state agencies, and suggested that various states experiment with it this year. Definite adoption was deferred

until the A.L.A. Committee on Uniform Statistics could formulate its own blanks, in the hope that some reconciliation between the two might come to pass, thus making it possible for individual libraries to fill out in triplicate one form suitable for national, state, and local demands.

ELIZABETH T. WILLIAMS

## Work with the Foreign Born Round Table

"Shall readable books in English edited in simple language for the foreigner learning English and the under-educated American be simplifications of historical and contemporary classics or shall they be books written directly for these two classes of people whom it is desired to reach?"

At the Richmond Round Table of Work With the Foreign Born, of which Margaret G. Hickman of the Los Angeles Public Library is Chairman, this question formed the nucleus of the discussion following the presentation of the paper by Edla M. Laurson of the Detroit Public Library on "The Proposal to Have Readable Books in English Edited in Simple Language."

The real needs of both groups mentioned above is generally acknowledged and the effort to supply suitable books is a recent development of the Adult Education movement.

The titles which are usually thought of when adaptations are mentioned are *Moby Dick*, *Robinson Crusoe* and *Silas Marner*—the latter adapted by Ette Lee. Leonard Frank's *Carl and Anna* and Poe's *Gold Bug* are examples of rewriting in basic English—primarily a system of vocabulary simplification.

But the ideal book for the two types of reader aimed at, said Miss Laurson, is not the adaptation, nor is it the book "made to order" by a stenciled formula. It is the book "written by an author who knows his subject and is blessed with those rare added gifts of extreme simplicity of style and sympathy with the common man."

During the discussion Mrs. Helen E. Wessells of the New York Public Library declared, "A classic is not a classic when the author's words are changed."

That "the intangible something which we call style is the author's own gift"—for which there is no substitute—was the point Miss Laurson emphasized. She quoted Helen E. Haines of Los Angeles, author of *Living with Books*: "Style is really more than an author's mode of expression; its springs are in the author's personality."

The talk on "Contacts With Foreign Groups" by Mrs. Josephine B. Bernhard of the New York Public Library showed keen appreciation of the foreigner's difficulties. "There are still many foreigners," she said "who are often discouraged from their first attempt to use the library by fear of 'red tape.'" But it can be explained to them in simple words that the "red tape" is absolutely a simple matter. This disarms them and they are delighted to find how easy it is to borrow books from the library.

Harland Carpenter of the School of Library Science, University of Michigan, speaking of "Foreign Literature for American Readers" declared that the provision of literature in lighter vein for the foreign born reader has been such an important problem in selection that in many instances the need of providing representative books of literary merit in foreign languages for the American reader has been overlooked.

HARRIET FEBIGER MARRACK  
Los Angeles, Calif.

## Library Gifts Round Table

The first meeting of The Library Gifts Round Table, Maria V. Leavitt chairman, presiding, was held Wednesday, May 13, at 8:30 p.m. in the mezzanine lounge of the Murphy Hotel. Nearly 150 librarians were present.

A study was begun of the problem of meeting increased needs of libraries thru gifts, in addition to funds ordinarily allotted by communities. Arnaud C. Marts, Acting President of Bucknell University, spoke on the subject of large gifts by individual donors. The success of an organized group in obtaining small gifts was presented by Edward C. Caldwell, Chairman of the Advisory Council, Friends of the Knox College Library.

In the general discussion which followed, a possible procedure for action was evolved.

1. Formation of a committee.
2. Compilation of a list of those able to give.
3. Preparation of an attractive booklet of the library's needs.
4. Periodic tabulation of library endowments thruout the country.
5. Provision of proper legal forms to permit the best possible use of funds obtained.

The effectiveness of such a committee composed of persons interested in the educational and cultural activities of libraries already has been shown in certain colleges and universities. It is hoped that there may be an extension of similar activities in public libraries.

Esther H. Dixon, Executive Assistant, Special Membership and Endowment A.L.A., announced that cards and pamphlets for librarians interested in forming "Friends of the Library" groups in their communities, could be obtained from headquarters.

GILBERT A. CAM  
New York Public Library

## Section for Library Work with Children

In retrospect, the 1936 Conference activities of the Section for Library Work with Children are rimmed with a halo of "delightful Southern atmosphere."

The stimulating logic of Claire Huchet Bishop's address accented by her own sparkling charm, the informal reminiscences of Dr. Archibald Henderson, literary critic and educator of the University of North Carolina, about Einstein, Bernard Shaw, Mark Twain, and the Newberry Award to Carol Ryrie Brink, author of a fine pioneer story for children, rounded off to a happy conclusion at the dinner party on the Roof Garden of the John Marshall There, southern songs sung by Ellis Credle to the accompaniment of her guitar, the picturesque talk about Rose Knox's trip on a Mississippi showboat, and a presentation of children's library work in a county of South Carolina were a memorable part of the after-dinner entertainment.

The Section met with the School Libraries' Section and the Young People's Reading Round Table to discuss for the first time questions of mutual relationship with the official representatives of the Division on Library Work with Children and Young People established this year at A.L.A. Headquarters. It is expected that this Division will give greater coordination and impetus to the work of these three groups.

Continuing Section activities are the responsibility of various committees: the International Committee has in prospect for publication a series of articles on library work with children in foreign countries, it has in compilation a list of American books for foreign languages, and it anticipates the early children which have been translated into publication of a bibliography of foreign children's books translated into English; a number of articles were published during the year under the sponsorship of the Book Evaluation Committee; out-of-print books were the subject of most concern to the Book Production Committee and their challenge brought proposals from Section members for future action.

Section officers for the year 1936-1937 are:

Chairman—Muriel Gilbert, Public Library, Buffalo, New York  
Vice-Chairman—Evelyn Wainright Turpin, Public Library of the District of Columbia, Washington, D. C.  
Secretary—Ruth Giles, New York Public Library, New York City  
Treasurer—Harriet Dickson, Public Library, Houston, Texas.

Members-at-large elected to the Committee on the Newberry Medal Award are Esther Green, Mary Gould Davis, Mary R. Lucas  
SARAH BEARD  
Brooklyn, N. Y.

## County and Regional Libraries Section

At the Richmond meeting the County Libraries Section took a step forward by changing its name to County and Regional Libraries Section. This step was the basis for talks and discussions at both the luncheon, Tuesday May 12 and the business session, Friday May 15.

Dr. Carl Taylor of the Department of Agriculture, and also President of the American Country Life Association, was the guest speaker at the luncheon Tuesday. He revealed the American family life from the early days to the present in a manner which showed our fathers before us believed in the principles of expansion. From an economic standpoint all energy has been used toward expansion. Dr. Taylor urged that we preserve those things that are of value to us as individuals. Since we have reached the limit in our expansion area, it is our duty to filter into the life of the country. The library, he says, has got to weave these things into the life of the people.

On Friday at the general meeting, Malcolm Glenn Wyer, Public Library, Denver, Colorado, talked on the differences between libraries in the West and those of the East. He stressed the value of the bibliographies compiled for college and public libraries which were housed in Denver.

Dr. Helen Gordon Taylor, Carnegie Demonstration Public Library Commission of British Columbia, talked of the tax-supported regional units in British Columbia. Dr. Taylor explained that the similarity of each unit there could be compared only with the League of Nations.

New officers for the year 1936-1937 were: Miss Mary Oliphant Besore, Mercer County, Trenton, N.J., Chairman; and Roland A. Mulhauser, Tompkins County Library, Ithaca, N.Y., Secretary-Treasurer.

• • • JULIUS AMIS  
Albemarle, N.C.

## Thirty-eight Years of Bibliographical Publishing

CORPORATIONS ordinarily make financial reports only to their stockholders, but it is the policy of The H. W. Wilson Company to report also to its co-operating subscribers. The reason for this unusual publicity regarding our finances is that a substantial portion of the Company's income is provided by many thousand subscribers who pay for the use of our productions on what we call the "Service Basis," analogous to a system of taxation in proportion to benefits received. This Company owes a great deal not only to those who subscribed to its preferred stock at times when added capital was needed for more buildings and equipment, but also to those librarians, representative of the entire profession, who have had confidence that our basis of charge for indexing services was fair and reasonable. To them we can attribute our modest but secure position in the publishing field—indeed, in the most hazardous corner of that field, for the compiling of indexes, catalogs, and bibliographical works has been historically proven as unremunerative as it has been judged essential, much of it being done as a professional contribution or with the help of endowments from philanthropic institutions. Our sense of obligation as a public institution is stimulated by the tax- or service-basis of support from collaborating libraries, and we have taken steps to insure that the income from these "taxes" may not be distributed as profit. That is why we have made this institution a limited dividend company, so that our profits, small as they are bound to be, must be devoted to the improvement of the business and the promotion of bibliographical enterprise.

We are often asked how this Institution has been able to carry on this work over a period of thirty-eight years and not only balance its budget but even accumulate a moderate surplus. Our answer to that question, is the one word COOPERATION. By this we mean the cooperation of all those concerned—including our subscribers, stockholders, and staff.

To begin with, we are supported by libraries, subscribing on the "Service Basis" method of charge. Also, the capital for the growth of our Institution has been supplied by librarians and our own staff. We do not have one stockholder who can be classed as a capitalist. We are glad to be able to say that stockholders have received their interest promptly on the first of January every year since the organization of the Company thirty-three years ago, continuing thru the depression, and it is our hope and belief that this record will be maintained in the future.

Perhaps the most convincing endorsement of the practical usefulness of our indexing services has been the fact that throughout the depression libraries generally have continued their subscriptions even when book funds have been severely cut; in fact, it has seemed to be the rule in many libraries that our services would be the last item to be cut off. It is true of course that we have lost many subscriptions since 1929. However, we are glad to report that they are gradually coming back and that we have even received a considerable number of subscriptions from new libraries which have grown up during the depression.

Our staff has also cooperated loyally, and when reduction in salaries was necessary at the bottom of the depression it was taken philosophically and work was even improved. We may say truthfully that the depression has brought us one actual advantage in that we have had to do very little training of new people. A fully trained staff is of course always more efficient than one in the process of training. We are glad to be able to report that while the older members of our staff now have salaries somewhat below the standard of 1929, most of the younger people have had moderate advances from that level. We hope to be able to encourage our younger staff members from time to time with similar advances.

H. W. WILSON, *President*

**The H. W. Wilson Company Annual Statements, 1903-1936**  
**(Fiscal Year Closes March 31)**

ASSETS	1903	1909	1915	1921	1927	1933	1935	1936
Current Assets	\$61,262.00	\$127,408.65	\$141,842.82	\$192,569.75	\$244,831.24	\$400,347.24	\$434,871.71	\$418,008.18*
Investments and								
Other Assets ..		7,369.26	9,702.04	28,336.15	57,118.73	70,227.43	70,340.48	
Machinery and								
Equipment ...		13,560.00	14,339.75	48,637.63	73,997.08	68,136.28	64,176.36	
Furniture and								
Fixtures ....	2,411.10	5,230.60	8,763.87	14,102.91	19,488.17	36,801.42	31,480.75	28,020.04
Real Estate								
(Equity) .....			53,438.97	67,414.16	140,792.31	134,179.48	166,396.87	
Total Assets	\$63,673.10	\$132,639.25	\$171,535.95	\$284,153.42	\$408,707.35	\$709,056.78	\$738,895.65	\$746,941.93*

LIABILITIES	1903	1909	1915	1921	1927	1933	1935	1936
Current Liabilities ...	\$2,400.00	\$36,364.39	\$40,982.10	\$40,520.23	\$23,393.23	\$25,075.15	\$42,116.96	\$38,415.88
Reserves .....		30,254.98	75,887.24	142,238.72	234,139.17	254,851.31	254,519.88	
Capital Stock...	50,000.00	74,100.00	93,000.00	162,500.00	216,600.00	413,059.37*	406,324.89*	413,220.32
Surplus .....	11,273.10	22,174.86	7,298.87	5,245.95	26,475.40	36,783.09	35,602.49	40,785.85
Total Liabilities ..	\$3,673.10	\$132,639.25	\$171,535.95	\$284,153.42	\$408,707.35	\$709,056.78	\$738,895.65	\$746,941.93*

**Profit and Loss Statements, 1934-1936**

Year ended March 31	1934	1935	1936
Surplus Beginning of Year ..	\$36,783.09	\$29,347.02	\$35,602.49
Net Sales for Year .....	\$557,605.83	\$585,062.49	\$585,134.80
Miscellaneous Income .....	<u>10,331.71</u>	<u>6,700.17</u>	<u>6,923.08</u>
Gross Income...	<u>\$567,937.54</u>	<u>\$591,762.66</u>	<u>\$592,057.88</u>
Cost of Sales....	\$408,769.88	\$420,617.62	\$409,370.40
Selling and Administration Expenses .....	138,797.32	134,082.72	147,406.25
Interest .....	<u>986.42</u>	<u>705.80</u>	<u>802.86</u>
Total Cost and Expenses .....	<u>\$548,553.62</u>	<u>\$555,406.14</u>	<u>\$557,579.51</u>
Profits* for Year ..	19,383.92	36,356.52	34,478.37
Less Dividends...	<u>\$56,167.01</u>	<u>\$65,703.54</u>	<u>\$70,080.86</u>
Surplus End of Year .....	<u>26,819.99</u>	<u>30,101.05</u>	<u>29,295.01</u>
	<u>\$29,347.02</u>	<u>\$35,602.49</u>	<u>\$40,785.85</u>

\* Includes installments received for the purchase of Capital Stock.

## Children and Books

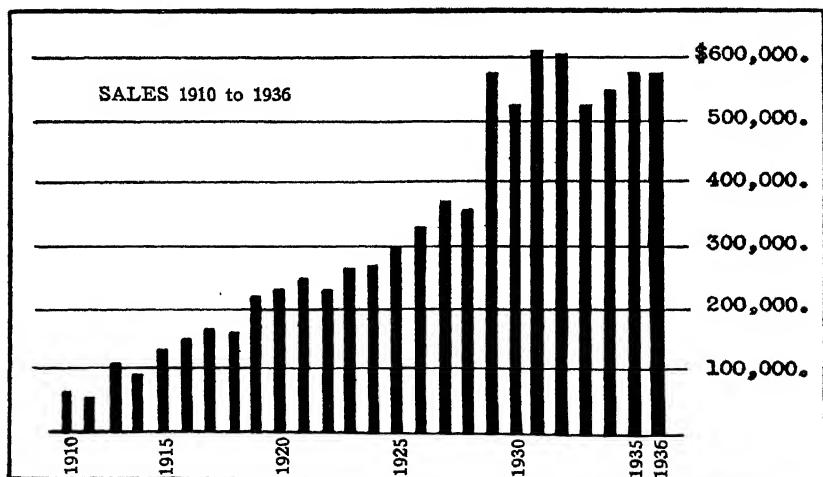
[The following editorial appeared in the New Haven (Conn.) *Journal-Courier*, April 8, 1936.]

THE juvenile bookworm was a familiar figure in the childhood of today's parents; yet he seems to be disappearing from the generation of their children. Many of them have noticed it in their own narrow experience with their own youngsters and their youngster's friends. Now comes semi-formal confirmation in studies announced by the *Wilson Bulletin for Librarians*. Children's departments in the public libraries have lost a large fraction of their clientele. Though books for juveniles are printed in always greater profusion, literary and illustrative skill and physical magnificence, their public shrinks.

The *Bulletin* has some suggestions as to the cause. "The radio, the motion picture, and organized sport have captured the child's world, laid hold on his imagination, excited his senses so that he has little time and less

patience for the printed word." And what to do? "Librarians and educators must work hand in hand to reacquaint children with the deep and abiding delights of literature." And we trust, with due humility, that the lowly parent may not be wholly useless in this drive. For he might avert the most terrible of all juvenile attacks on adult logic "Aw, but all the others kids do!"

There are suggestions, too, that the basic tastes of childhood now are new. Something subtle and alien has altered what were its traditional interests. Sir James Barrie questioned 70 representative English youngsters recently about their reading tastes. Exactly six in the group confessed to an interest in the fairy stories that once were universally beloved; eight liked sea stories, five stories of flying and five nature tales, two stories about school. A full 44, however, revelled in narratives about war. Which, if it proves anything, seems to suggest that racial experience cannot be transferred.



Trend of the Wilson Company Sales

The growth of the Company during the last quarter of a century is clearly reflected in this chart. It took twelve years for our sales to reach \$70,000 in 1910. Since then our progress has been more rapid.

The publication of the 3d Edition of the United States Catalog in 1912 explains the large increase shown in that year. The sales of the 4th Edition of the Catalog (1928) are also readily identified and account for the big jump in the year ended March 31, 1929.

Library appropriations were not drastically cut until 1932 and consequently our sales for the two years ended March 31, 1932 were maintained at a high level. It was not until the following year that we felt the full force of the reduced appropriations.

Sales for the last three years have been at a more satisfactory level and we hope they will soon reach a new high total.



# THE LIGHTHOUSE



## Wilson Book Notes

**Literary Characters Drawn from Life:** "Romans à Clef," "Drames à Clef," "Real People in Poetry," With Other Literary Diversions. By Earle Walbridge. 192p. \$2 (Library price \$1.65)

Those who like literary gossip; who like to speculate on the originals of the characters found in books; or who remember with pleasure Mr. Walbridge's essays as they originally appeared in the *Publishers' Weekly*, the *Theatre Arts Monthly*, and other similar sources, will welcome them complete in one volume.

In addition to "Romans à Clef" and "Drames à Clef," listing novels and plays of whose characters one or more are drawn from real persons, others of the author's essays reproduced here are:

"Real People in Poetry," which appeared originally in *The Colophon*.

"Half-Told Tales," begun in the *Library Journal* and to which supplements appeared in other sources.

"Poetry of the Supernatural," originally published in pamphlet form by the New York Public Library.

Forewords to "Romans à Clef" and "Poetry of the Supernatural" by Edmund Pearson have been reprinted, while John Mason Brown has contributed a Foreword for "Drames à Clef."

The text is accompanied by six full-page illustrations, including some famous caricatures referred to in the text; the cover design reproduces Thackeray's original sketch for *Vanity Fair*.

**Children's Song Index:** An Index to More than 22,000 Songs in 189 Collections Comprising 222 Volumes. Comp. by Helen Grant Cushing. 850p. Sold on the service basis.

Each song is indexed fully under title, with additional entries under author and composer, and with references from first line and variants of the title. All entries, including those under subjects are in one alphabet.

The subject entries will guide the way to material related to almost any activity or project that a class can be engaged in. The lists of Finger play songs, Action songs and Singing games found under these headings

will be especially useful for the Kindergarten and the lower grades.

The author entries may be used by teachers to relate the instruction in music to the work in literature. Those who have to arrange programs for special occasions or special days will find help in the lists of songs under Holidays, Seasons, Months, etc.

Reference workers seeking the music and words of a particular song will find the index helpful. The author entries will form a helpful guide to poems by well-known authors that have been set to music, and show where they may be found.

**Educational Film Catalog.** Comp. by Dorothy Cook and Eva Rahbek-Smith. xii, 134p. \$2 postpaid. Sold with quarterly supplements supplied for two years, \$4 postpaid.

The Catalog lists about 1000 films suitable for educational purposes, and provides the following information about them:

Information as to where the film may be purchased or rented, with sales or rental price;

Indication of films which may be had for transportation only;

Descriptions, including width, time to run, and other details necessary to enable the prospective user to appraise the suitability of the film for his own use;

Grading of all films for school use, as for Elementary, Junior High, Senior High and College, or Trade School.

An additional alphabetic list of all the films by title and subject will aid in locating particular films desired.

This Catalog will be an invaluable aid to schools and other institutions using motion pictures in their courses of study. It will also encourage the use of such material in the school curriculum, since it will facilitate the selection of suitable films for the purpose.

**An Index to Holiday Plays for Schools.** By Hilah Paulmier. 59p. 75c postpaid

A guide to plays for the observance of all the holidays and special days and weeks celebrated in the schools. The plays included are arranged alphabetically under the headings for the various holidays with reference to the books in which they are to be found. Other features are 1) A holiday calendar;

An author index; and A bibliography of the collections of plays referred to.

**Occupations and Vocational Guidance.** By Wilma Bennett. 2d and rev. ed. About 100p. pa. About \$1.25 postpaid.

This is a completely new edition of this popular source list of pamphlet material for which the information has been secured afresh, and which is being printed for publication instead of being reproduced by mimeograph as before. The pamphlets are arranged under the names of the issuing organizations, and there is a separate subject index.

**Specimen Book of Reading Lists.** By F. K. W. Drury. 64p. pa. 60c postpaid.

This book is designed to help the librarian to select the most appropriate form, type, paper and ink in which to have reproduced the reading lists he wishes to prepare for general distribution. Sixty large cards, each containing pasted specimens of typed, processed or published reading lists, selected from the output of many libraries, and accompanied by the necessary descriptions, have been photolithographed to make this book.

**Style Book: Revised edition.** 137p. pa. 50c postpaid.

A compilation of rules governing the style used in setting the bibliographical publications of The H. W. Wilson Company.

#### *New Debate Material*

**Freedom of Speech.** By Julia E. Johnsen (Reference Shelf. Vol 10. No 8) 90c. In press.

Sections of the book will be devoted to Free speech; Academic freedom; Teachers' loyalty oaths; Military disaffection bills; and Censorship of the radio. Each selection will contain reprints of leading articles covering all phases of the question, and a selected bibliography. In the section on Teachers' loyalty oaths will be included a summary of the arguments for and against the question.

#### *Importation*

**Libraries in China: Papers Prepared on the Occasion of the Tenth Anniversary of the Library Association of China.** vi, 132p. pa. \$1.10 postpaid.

A series of nine articles by various authors, illustrating library conditions in general in China, with reference especially to the changes brought about within the last decade. In the words of Mr. T. L. Yuan, Chairman, Executive Committee of the Chinese Library Association, "It is sincerely hoped that with the publication of this booklet, Chinese library

conditions will become better known to similar institutions in foreign countries so that closer and better cooperation between the Chinese and Western libraries can be effected."

#### *Books in Progress*

##### *For Summer and Fall Publication*

**American Literary Annuals and Gift Books: 1825-1865.** By Ralph Thompson.

A history and description, with full bibliographical data.

**Bibliographies and Summaries in Education: A Catalog** By W. S. Monroe and Louis Shores.

An annotated list of bibliographies prepared in the United States and Canada up to January 1, 1935.

**Costume Index.** Isabel Monroe and Dorothy E. Cook, editors

An index to the plates in 616 books of costume and some general books containing good costume illustrations.

**Children's Catalog.** 5th edition revised. Siri Andrews, editor.

This is to replace the Fourth Edition published in 1930, and its cumulated supplements.

**A Bibliography of Dancing.** By Paul Maelgriel.

**Index to Vocations.** By Willadeen Price and Zelma E. Ticen.

An analytic index to the contents of a number of books and other works dealing with the choice of vocations.

**University Debaters' Annual: 1935-1936.** Edith M Phelps and Julia E. Johnsen, editors.

**Government Ownership and Operation of All Electric Utilities.** Comp. by Julia E. Johnsen. (Reference Shelf). 90c.

Covers the N.U.E.A. question for high school debating for 1936-1937. Ready by September 1.

**Standard Catalog for Public Libraries: Second Supplement to the 1934 Edition.**

#### *New Editions in Progress*

**Guide to the Use of Libraries.** 5th ed. rev. By Margaret Hutchins, Alice S. Johnson and Margaret S. Williams.

**Library Key.** rev. ed. by Zaidee Brown.

**Debate Coaching.** rev. ed. By Carroll P. Lahman (Handbook Series).

# The Book Preview

— for June 1936 —

## A Classified, Selected List of Current and Forthcoming Books

The purpose of the Preview is to give publishers a convenient and efficient means of presenting to the library world advance information regarding forthcoming books.

The publishers select the books which they recommend for library use, supply the descriptive notes and also cooperate by paying the cost of this section of the Bulletin.

The staff of The H. W. Wilson Company is responsible for the classification and for editing of the descriptive notes.

### 000 GENERAL WORKS

DRURY, FRANCIS KEESE WYNKOOP, comp. Specimens of reading lists. II 60c Wilson (Ready)

#### 025.12 Printing—Specimens

Intended to be an aid to library printing. More than 100 examples of short reading lists, issued by many libraries, are reproduced photographically. Examples of work done by the multigraph, mimeograph, and hectograph are shown, as well as printed lists. They are described, compared and criticized by the compiler. (See *Who's Who in Library Service*; STC for other books by this author)

### 100 PHILOSOPHY

BITTLE, CELESTINE NICHOLAS CHARLES. *Reality and the mind.* II Bruce pub. (June)

#### 121 Knowledge, Theory of. Truth

A consideration of the epistemological problem of the validity of human knowledge. Beginning with the spontaneous convictions of men, the sources of human knowledge—experience and intellect— are critically examined as to their trustworthiness. After establishing the possibility of valid knowledge in general, the truth-value of consciousness, sense-perception, ideas, judgments, and reasoning is investigated and philosophically vindicated. Rejecting the excessive dualism of Descartes, Idealism, and Representative realism, the author arrives at the conclusion that critical presentative realism is the only theory of knowledge which can account for all the facts of knowledge. A moderate realism and dualism is the outcome of the investigation. The author begins with simple facts, ideas, and explanations, gradually building up the technical terms as the subject progresses. Copious illustrations have been used so as to insure a proper understanding of the subject.

### 300 SOCIAL SCIENCES

CLARK, GROVER. *Balance sheets of imperialism: facts and figures on colonies.* 138p II \$2.75 Columbia univ. press (Ready)

#### 321.03 Imperialism

Tables showing colony holding, trade, population trends, raw materials, etc. The first collection of all the basic evidence showing the results of imperialism. An introduction gives conclusions from the evidence showing that imperialism is entirely in the red.

**GREAT BRITAIN. GOLD AND SILVER COMMISSION.** The monetary problem, gold and silver; final report of the Royal commission, 1888. Reprinted by permission of the British government. Edited by Ralph Robey with a foreword by Nicholas Murray Butler. 369p II \$3.50 Columbia univ. press (Ready)

#### 332.4 Bimetallism. Money

This document, probably the best single discussion of bimetallism and the monetary problem, is now made available for the first time in many years. Significant in the consideration of the future monetary policy of the United States and the world.

**SHOTWELL, JAMES THOMSON.** *On the rim of the abyss.* 400p \$3 Macmillan (June 9) 341.1 International law and relations. League of nations

Deals with the fundamentals of international organization as revealed in the history of recent crises. The argument centers upon the League of nations and draws conclusions which are a challenge to public opinion in the United States. Dr. Shotwell holds that the structure of international peace would be strengthened by a recognition of the fact that the interests of its member states vary according to their geographical situation and special conditions due to the forces of history and economics. The book begins and ends with a consideration of the relation of the United States to the League. (See STC for other books by this author)

**HAMILTON, GORDON.** *Social case recording.* 190p \$2.50 Columbia univ. press (Ready) 361 Social service

A study of social case recording in relation to present problems, concerned mainly with a presentation from generic practice. Also covers adaptations of recording in the field of public relief. Published for the New York School of social work.

**KEPPEL, FREDERICK PAUL.** *Philanthropy and learning.* 208p \$1.75 Columbia univ. press (Ready)

#### 378.32 Carnegie corporation of New York. Endowment of research

Selections from the addresses by the President of the Carnegie corporation delivered before educators, librarians and social workers during 1927-1935. They show prophetic insight into social and economic forces affecting education, and appeal to readers of wide and sympathetic interest in cultural progress. (See STC for other books by this author)

**BENEDICT, MRS RUTH (FULTON)** Zuni mythology. (Columbia univ. contributions to anthropology, v21) 2v 342; 345p ea \$4 Columbia univ. press (Ready)  
398.3 or 970.1 Zuni Indians—Religion and mythology

Myths translated into English, with an introduction which analyzes (1) the themes which the folklore elaborates and the relation of these to Zuni culture and (2) the literary problems of the Zuni narrator.

## 500 SCIENCE

**PETERSON, ALVIN M.** ABC of attracting birds. II Bruce pub. (Aug.)

### 598.2 Bird-houses Birds

A practical guide explaining just how to attract birds the whole year round. Explains the making of simple but effective bird baths, feeding devices, and bird houses at little or no cost and tells what trees, bushes and vines to plant in order to make a bird sanctuary of the yard. Scores of common birds easily attracted to the yard are described in detail making their identification easy and numerous photographic illustrations of living wild birds are included. The author promotes the idea of a neighborhood sanctuary for a small town with many suggestions for its development. He also enumerates the various enemies to birdlife and tells how to guard against them.

## 600 USEFUL ARTS

**KATES, EDGAR J.** Diesel electric plants. 181p II \$2 American tech. soc. (Ready)  
621.436 Diesel motor

A practical text on the use of Diesel engines for driving electric generators and the equipment needed for a complete Diesel electric plant.

**MITCHELL, HORACE.** Raising game birds. 315p II \$5 Penn (Ready)  
636.59 Game and game-birds

The author is the owner of a professional game farm in Maine, who has devoted practically all his life to this work and writes of his experiences in an entertaining and instructive manner. He tells how to raise and care for ornamental wild birds such as pheasants, quail, partridge, wild ducks, etc., giving full information regarding the various species. The book describes an enjoyable and profitable occupation for anyone with a few square yards of ground. (See Hunting list)

**DAFOE, ROY ALLAN, Dr.** Dafoe's guide book for mothers. 256p \$1.50 Messner (Ready)  
649 Infants—Care and hygiene

A complete course of training for mothers by the distinguished Canadian physician who saved the Dionne quintuplets' lives. He tells in detail what every mother should know about the process of childbirth and child care, and the many precautions that must be taken to assure babies a happy and healthy life. (See Hunting list)

**RUDOLPH HAROLD JOSEPH.** Four million inquiries from magazine advertising; with a foreword by G. H. Gallup. 118p II \$5 Columbia univ. press (June 16)

### 659.1 Advertising

Why, when, where, and how 1800 magazine coupon ads for fifteen staple commodities were effective. Unlike Starch's analysis of five million inquiries, the only closely related study, it measures influence of more variables, shows separate product figures for each factor and explains why each factor exerts its particular influence

## 700 FINE ARTS

**REAGAN, JAMES E. and SMITH, EARL E.** Metal spinning. II Bruce pub. (July)

### 739 Metal work

A detailed treatment of this interesting phase of metalworking so presented that one with little knowledge of metalworking may become a proficient metal spinner and turn out commercial-looking work. Technicalities are explained in language easily understandable to everyone. Numerous illustrations clarify the various processes involved. The art possibilities of this type of work have been stressed and the metal worker who tries his hand at metal spinning will not only satisfy his desire for creating objects of artistic merit but will have added very fundamentally to his store of metal-working knowledge

**BEST MAUGARD, ADOLFO.** Simplified human figure. 234p II \$2.50 Knopf (Ready)

### 743 Human figure in art

A carefully detailed and fully illustrated exposition of the author's method of drawing correctly the human body in any imaginable position. The author encourages a mastery of principles, then original work, not a copying of the works of others.

## 790 AMUSEMENTS

**WICKSER, JOSEPHINE WILHELM.** Three pageants. 42p 50c Wilson (Ready)

### 792

Three pageants suitable for school production. Contents A pageant of the library, with five episodes on events in the history of writing, and five on fairy tales, romance and other classes of literature; A pageant of Christmas; and A pageant of the garden. Directions for costumes and lists of music are given.

**SHANE, ADOLPH.** Archery tackle: how to make and how to use it. 112p II \$1.75 Manual arts press (June 10)

### 799.32 Bow and arrow

Minutely describes and illustrates the making of the "longbow" and arrows commonly used in archery tournaments in America and England. (See Hunting list)

## 800 LITERATURE

**TAYLOR, WALTER FULLER.** History of American letters; with bibliographies by Harry Hartwick. (American literature ser.) 678p \$3.50 American bk. co. (Ready)

### 810.9 American literature—Hist. & crit.

This clear and impartial treatment, from 1608 to 1936, enables the reader to appreciate more fully the rich treasures in our literature. The 240 page bibliography of American literature is the most complete list of references that has ever been printed in a one-volume history of the subject.

**CLARK, HARRY HAYDEN, ed.** Major American poets. 950p \$3.50 American bk. co. (July)  
811.08 American poetry—Collections. American poetry—Hist. & crit.

A very extensive range of selections, from Frenneau to Edwin Arlington Robinson. Interesting prose selections, in which the poets express their aims and views, are included. Elaborate editorial notes provide the important biographical facts, extensive bibliographies, and enlightening comments on the individual poems and the poets' work as a whole.

WILBUR, RAY LYMAN. *Stanford horizons.* about 200p \$2 Stanford univ. press (July 1)

814.5

Addresses and articles, 1916-1935, by an outstanding educator published to commemorate the twentieth anniversary of his presidency of Stanford university. Lively, interesting, exceedingly human, and still timely, though some were delivered twenty years ago. (See STC for other books by this author)

## 900 HISTORY

BEARD, CHARLES AUSTIN. *Discussion of human affairs.* 124p \$2 Macmillan (June) 901 Public opinion. History—Philosophy

An historian's examination of the nature of recorded history and popular opinion—an estimate of history's proper function in the formulation of ideas about humanity. Novel in its approach and delightfully written, the book punctures, good-naturedly but often sharply, some of the pretensions and assumptions which are familiar in ordinary discussion of affairs and have long passed unchallenged. It should make a sensitive reader, at least, indisposed to talk until he has thought things over. (See STC for other books by this author)

SHOTWELL, JAMES THOMSON. *Introduction to the history of history.* (Records of civilization: sources and studies, no. 4) 339p \$4.50 Columbia univ. press (Ready)

907 History—Historiography

An able summary of the method by which facts have been perpetuated, and a stimulant to historical study. This is the third printing. The first printing appeared in 1922. See *A List of Books for College Libraries*, A.L.A., 1931. Also see *Standard Catalog for Public Libraries*, H. W. Wilson, 1934.

MOORE, FRANK GARDNER. *The Roman's world.* 502p II \$3.75 Columbia univ. press (Sept. 1)

913.37 Rome—Civilization. Rome—Social life and customs

The daily life of a dominant people, their interests, their far-reaching achievements. A text book, but written to give a picture of the social, cultural and political world in which the typical Roman of one age after another lived.

PHILIPPE DE NOVARE. *Wars of Frederick II against the Ibelins in Syria and Cyprus.* tr. by J. L. LaMonte and M. J. Hubert; (Records of civilization: sources and studies, no. 25) 234p \$3.75 Columbia univ. press (Sept. 14)

940.187 Crusades—Sixth, 1228-1229

Translation from medieval French, edited with historical introduction and notes, of the history of Frederick II's attempt to establish his rule in Jerusalem and Cyprus during the 13th century—written by one of the leaders of the Cypriote opposition.

WINTHORP, OSCAR OSBURN. *Express and stagecoach days in California.* about 200p \$2.25 Stanford univ. press (June 15) 379.4 California—History. Express service—California. Transportation—California

An historically accurate account of the express and stagecoach business with emphasis upon its place in the economic and social life of the people of California. Here is California history, factual, lively, colorful

## BIOGRAPHY

ACLAND, ERIC. *Long live the king!* George V, king and emperor, Edward VIII, prince and sovereign. 402p II \$1.50 Winston (Ready)

B or 92 George V, king of Great Britain. Edward VIII, king of Great Britain

The human, flowing portrayal of father and son, both of whom were destined to rule over the greatest empire in the history of mankind. Here for the first time, is given a full and authentic story of the royal family and the empire 31 photographs. (See Hunting list)

BOLTON, HERBERT EUGENE. *Rim of Christendom; a biography of Eusebio Francisco Kino, Pacific coast pioneer.* 1160p II \$5 Macmillan (July)

B or 92 Kino, Eusebio Francisco

Kino was the most picturesque missionary pioneer of all North America. He was with the first expedition which ever reached the Pacific ocean by crossing California (1684) and for a quarter of a century he was the outstanding figure on the Sonora-Arizona-California border. A vast fund of fresh material is now for the first time utilized in this comprehensive biography. It is written in a lively style with a feeling for the picturesque. (See STC for other books by this author; Hunting list)

MURRY, JOHN MIDDLETON. *Autobiography of John Middleton Murry.* Between two worlds. 500p \$3 Messner (Ready)

B or 92 Mansfield, Katherine

The frank and revealing autobiography of this sensitive and self-conscious intellectual who was an intimate friend of D. H. Lawrence and husband of Katherine Mansfield. Interesting also for the material about English writers of the past quarter century. (See *Living Authors*)

## FICTION

CHADWICK, MRS DOROTHY (LESTER). *Young April.* 281p \$2 Arcadia house (June 25)

*Young April*, with its setting in the rural peacefulness of Long Island's south shore, is rich in deep human emotions, and an interesting love story.

FOX, JESSIE DOUGLAS. *Lovely journey.* 300p \$2 Crowell (July 7)

Elizabeth, the central figure, is dynamic and arresting. Her marriage with Rufus, likable but undependable, leads to minor disaster, and it is only at the last that her "lovely journey" of life really begins. The story is told with simplicity and quiet charm.

FRANE, PATRICIA. *Soft answer.* about 288p \$2 Arcadia house (July 24)

A small Western town, an interesting young lawyer from the East, a girl who would rather tease than eat, and her persistent childhood sweetheart—elements in a drama of emotional conflict.

HAUCK, MRS LOUISE (PLATT). *Whippoorwill house.* about 320p \$2 Penn (July)

Jane Morton married Jimmy Halyard because she was in love with him and because he needed to be saved from his kindly but too successful parents. However, when Jimmy could stand on his own merits she wondered whether he had chosen her or had been forced into it. (See Hunting list)

**HOLTON, EDITH AUSTIN.** *Stormy weather.* 303p \$2 Penn (May 29)

A motor accident and a mistake in identity bring Mary Henderson to Eastfleet, where she finds the peace and security that she has always wanted. This story of Cape Cod, its lovable people and quaint cottages, has the tang of the sea in its pages. (See Hunting list)

**KOMROFF, MANUEL.** *Waterloo.* 307p \$2.50 Coward-McCann (June 29)

*Waterloo* is the story of Napoleon from the time of his escape from Elba to his final defeat at Waterloo. Komroff has painted a wonderful picture of the last days of his glory, a picture alive with the splendor and misery of war; with political and social intrigue; with heroism and treachery; a great canvas to stir the blood and set the heart beating. (See *Living Authors*; Hunting list)

**LORING, MRS. EMILIE (BAKER).** *Give me one summer.* about 320p \$2 Penn (June 19)

A story of love at first sight on both sides and of lovers' misunderstandings Fresh and sparkling. (See Hunting list)

**MANN, THOMAS.** *Stories of three decades;* tr. by H. T. Lowe-Porter. 567p \$3 Knopf (June 6)

A collected edition containing all of Thomas Mann's shorter prose fiction up to the present time. Includes 24 stories, among them *Death in Venice*, *A man and his dog* and *Disorder and early sorrow*. (See *Living Authors*)

**MAXWELL, ELINOR.** *Another tomorrow.* about 288p \$2 Arcadia house (Aug. 14)

Love comes to Kay Foster, a nurse who has known nothing but work, and to Stephen Amory, a disinherited rich man's son, who has known nothing but play, but can love without work or work without love ever build a life of complete fulfillment?

**REES, ROSEMARY FRANCES.** *Wild, wild heart.* 284p \$2 Arcadia house (June 15)

Love, hate, friendship, distrust and affection, all play their part in this romance of a young girl in a strange, fascinating country

**ROLLINS, KATHLEEN.** *Spring came too late.* about 288p \$2 Arcadia house (Aug. 25)

A battle against nature to make a truck farm pay in the arid lands of Florida, and to make a spirited young girl's pride recognize a love that comes only once to every girl.

**ROSMAN, ALICE GRANT.** *Mother of the bride.* 288p \$2 Putnam (June 26)

The delightful Rosman humor and the interplay between attractive modern young people and their more repressed elders has never been

better done. The excitement of the wedding in a lovely English home furnishes a perfect background for a charming story, dramatic, often touching but never tragic, and with an ending that will please every reader. (See Hunting list)

**SHELDON, PHOEBE.** *Idle rainbow.* about 288p \$2 Arcadia house (July 15)

A rivalry between two women for the love of a man, in which the experienced shrewdness of a sophisticated woman is matched against the clear-eyed directness of a young, impressionable girl fresh from college.

**WOOLFORD, MASON.** *Morningside Heights.* 300p \$2 Crowell (Aug. 4)

A first novel of more than usual promise which deals with apartment life in New York. This novel is written with spirit. The incidents are within the experience of everyday people, but they are related so as to give them robustness. The dialogue sparkles: the comedy is excellent."

## CHILDREN'S BOOKS

**BLUMBERG, FANNIE BURGHEIM.** *Rowena, Teena, Tot, and the runaway turkey;* II, by M. G. Adams. 32p II \$1 Whitman, A. (July 16)

Rowena, Teena, and Tot are again visiting Grandmammy Green. This time it is near Thanksgiving and the turkey runs away. Told with the same quaint humor, the same true picturing of negro children that made *Rowena, Teena, Tot and the Blackberries* a success. (See Hunting list)

**ELDRIDGE, ETHEL J.** *Ling, grandson of Yen-Foh;* II, by Kurt Wiese. 32p II \$1 Whitman, A. (June 25)

Charming story of a Chinese boy, his games and companions. Like the author's previous book *Yen-Foh*, it is adapted from a Chinese folk tale. (See Hunting list)

## KEY TO ABBREVIATIONS

**HUNTING**—Monthly list of "Selected titles worthy of consideration by any library" issued by the H. R. Hunting Co., Springfield, Mass.

**STC**—Standard Catalog for Public Libraries

**BRD**—Book Review Digest

**BKL**—Booklist

**HSC**—Standard Catalog for High School Libraries

**CC**—Children's Catalog

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## New Subject Headings Adopted

Collected by the Committee on Subject Headings of the A.L.A. Catalog Section and published monthly in the *Wilson Bulletin*.

The Committee would like to receive new subject headings for this list from as many libraries as possible.

Symbols after the terms indicate the libraries supplying them.

xx="see also" reference  
xx="see" reference

SARITA ROBINSON, *Chairman*  
*University of Iowa Library*  
*Iowa City, Iowa*

- Aeronautics, Military—Observations (DLC)
- Aeroplanes—Field of view (DLC)
- Art, Commercial (CCP)
  - x Advertising
  - xx Advertising, Art in
  - xx Art, advertising
  - xx Commercial art
  - x Drawing
- Business. Stabilization (NNE)
- Centrifugal machines (CST)
- Cheating (IaU)
- Chemical engineering laboratories (DLC)
- Chemical libraries (DLC)
- Courtyards (MnSP)
- Cruising (OrP)
- Deaf—(indirect local subdiv.) (MnSJ)
- Deaf—Education (indirect local subdiv.) (MnSJ)
- Deaf-mutes (indirect local subdiv.) (MnSJ)
- Durazzo, Battle of, 1918 (DLC)
- Eskimo dogs (DLC)
- Farm tenancy (CCP)
- xx Share croppers
- xx Tenant farmers
- Faroese literature (DLC)
- Fashion drawing (CCP)
- xx Drawing
- Fatigue in metals (MiD)
- x Metals
- x Strains and stresses
- Garden pools (NNQ)
- x Gardens
- xx Pools, Garden
- German mercenaries (DLC)
- Gift tax (OrP)
- Greek mercenaries (DLC)
- Hedging (MnSJ)
  - xx Futures
  - x Speculation
- Homogeneous grouping (CCP)
  - xx Ability grouping
  - xx Classification of school children
  - xx Grouping by ability
- Industrial codes (NNP)
  - xx Codes, Industrial
- Industrial crisis (NNE)
- Ink sticks (NN)
  - x Writing materials—China
- Insurance, Social (OT)
  - xx Social insurance
- Interstate compacts (MnSJ;OrP)
- Jigs and fixtures (OT)
  - xx Fixtures
- Kennels (DLC)
- Literary cycles (OrP)
- Materialism, Dialectic (NNP)
  - xx Dialectic materialism
- Mathematical statistics (DLC)
- Migration of workers (local subdivision) (MnSJ)
- Negro music (NNC)
- Particles (MnU)
- Photons (DLC)
- Picnics (OrP)
- Pomeranian dogs (DLC)
- Prairie fires. Reg. div. (NN)
  - x Fires
  - xx Fires, Prairie
  - x Prairies
- Provitamins (DLC)
- Quintuplets (OrP)
- Radicals and radicalism (OrP)
- Reading public. Reg. div. (NN)
  - Here is entered material on what various groups of people read. See also Reading clubs.
  - x Books and reading
  - x Education, Adult
  - x Libraries—Use
  - x Reading

- Recommendations for positions (DLC)
- Research, Educational (CCP)
  - xx Educational research
  - x Research
- Roadside planting (CCP)
  - xx Highway beautification
- Robots (NN)
- Safety education (CCP)
  - See also Accidents—Prevention; Fire prevention
- Short circuits (DLC)
- Social and economic security (OT)
  - xx Economic security
  - xx Security, Economic
  - xx Security, Social
  - xx Social security
- Social credit (MiD)
- Social security (MiD)
- Student advisers and counselors (NNP)
  - x Personnel service in education
  - xx Vocational counseling
  - xx Counseling system in education
- Surrealism (MnS);NN)
  - xx Superrealism (MnSJ)
  - See also Dadaism (NN)
    - x Art, Modern
    - x Dadaism
- Wild life, Conservation of (DLC)
- Yin Yang symbol (DLC)

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# Standard Catalog Monthly

A Selected List of Best Books—June 1936

THE STANDARD CATALOG MONTHLY is a list of not more than three hundred books a year recommended for first purchase in libraries. The books are selected by the staff of the STANDARD CATALOG FOR PUBLIC LIBRARIES with the cooperation of librarians and library associations who are working to improve the selection of books. The entries, with a selection of the more important notes, are taken from the BOOK REVIEW DIGEST. Most of the titles in the MONTHLY will later be included and analyzed in the annual supplement of the STANDARD CATALOG FOR PUBLIC LIBRARIES, a more comprehensive selection. Occasionally a book included here may be dropped later, because it is not always possible to get at once the final authoritative opinion as to the value of a book.

[A list of collaborators will be found in the September 1935 issue.]

## 200 Religion

FOSDICK, HARRY EMERSON. *The power to see it through; sermons on Christianity today.* 245p \$1.50 Harper [6s Student]

252 Sermons 35-29152

Collection of twenty-five sermons by Dr. Fosdick, of New York city's Riverside church. Uniform with his previous volumes of sermons *The Hope of the World* and *The Secret of Victorious Living*. The sermons show a wide range and variety of subject matter, most of them touching upon some question or problem concerning these modern times.

+ Books p14 F 9 '36 820w

"To the reader of the twenty-five sermons in this book there will come many fresh ideas and stirring inspirations, and he will be confirmed in his previous conviction of the value of Dr. Fosdick's ministry to this generation."

+ Christian Century 53:267 F 12 '36 80w

Cleveland Open Shelf p1 Ja '36

J Religion 16:112 Ja '36 400w

Living Church 94:276 F 29 '36 110w

Pratt p9 winter '36

Wis Lib Bul 32:19 F '36

+ Boston Transcript p3 F 29 '36 1050w

+ Christian Science Monitor p10 Mr 11 '36

Current Hist 44:xxiv Ap '36 50w

+ N Y Times p5 F 28 '36 1400w

+ Sat R of Lit 13:5 F 22 '36 1150w

CHILDS, MARQUIS WILLIAM. *Sweden; the middle way.* 171p il map \$2.50 Yale univ. press

334 Cooperation. Sweden—Economic policy 36-3498

An exposition of the cooperative movement in Sweden that affects all branches of production, distribution and consumption. The author describes cooperation as applied to building and housing, various branches of manufacturing, etc. He outlines the principles and practice of state ownership of forests and other natural resources. Final chapters touch upon the rise of the labor movement, Sweden's cultural interests, education, and the agricultural program.

+ Books p5 F 16 '36 1100w

N Y Times p3 F 2 '36 2050w

"Mr. Childs gives an excellent exposition of the cooperative movement which is thoroughly widespread throughout Sweden. Marquis Childs presents his well assembled material with such authenticity that his book may be unqualifiedly recommended to all students of these subjects." Agnes Rothery

+ Sat R of Lit 13:10 F 15 '36 750w

## 300 Social Sciences

CANBY, HENRY SEIDEL. *Alma mater; the Gothic age of the American college;* il by Charles W. Smith. 235p \$2.50 Farrar

378 73 Colleges and universities—U.S. Yale university

In his second volume of reminiscent observation of a bygone period, Dr. Canby reconstructs the American college of the early 1900's, its life, its achievements and its failures. Though the actual picture is of "the college I knew best"—Yale, many of the comments and conclusions are held to be generally applicable to conditions at other institutions of higher education

Booklist 32:192 Mr '36

"Dr. Canby spent more than a score of years as a member of the Yale faculty and later for more than a decade he has been a New York editor; both experiences combine to give the present volume the richness of flavor which it has and to make it one of the most adequate of the many studies of the American college that have appeared. 'Alma Mater' has the author's customary felicity of diction, aptness of metaphor, and pervasive undertone of humor, but the reader will look in vain for the faint nostalgic charm that so pleasantly lavendered the pages of 'The Age of Confidence.' For this the subject rather than Dr. Canby must be held responsible." E S Bates

+ Books p3 F 23 '36 1200w

HARRIS, MARY BELLE. *I knew them in prison.* 40/p il \$8 Viking press

364 Reformatories. Prisons. Woman—Crime

Dr. Mary Harris has been for several years superintendent of the Federal Industrial Institution for Women at Alderson, West Virginia. There she has put into practice the lessons she learned from experience in a number of other institutions: The Workhouse, Blackwell's Island; the State Reformatory for Women at Clinton, New Jersey and the State Home for Girls at Trenton, New Jersey. This book is a personal record of her experiences during two decades of service in these institutions.

Booklist 32:221 Ap '36

+ Books p9 Mr 22 '36 1000w

+ Boston Transcript p2 Mr 18 '36 900w

"Mary Harris has evidently understood the problems of human nature and of correctional treatment which she had to face, and she has launched out bravely and adventurously on a course which she herself charted and navigated. She has come through so successfully, with colors flying, that her account of her voyage becomes a challenge to every prison manager, prison board and penologist in the United States, while the narrative is such a thrilling, fascinating, humanly interesting story that the lay reader is likely to find it as absorbing as the specialist." F. F. Kelly

+ N Y Times p19 Mr 1 '36 1550w

## 600 Useful Arts

DE KUIF, PAUL HENRY, and DE KUIF, MRS. RHEA (BARBARIN). Why keep them alive? 293p. \$3. Harcourt

649.1 Children—Care and hygiene. Children—Diseases. Medicine, Preventive

The author of *Microbe Hunters*, *Hunger Fighters* and other books of popular science, here voices a vigorous protest against the economic system that allows children to starve in the midst of plenty and nullifies the achievements of science that might keep them free from disease.

Booklist 32:194 Mr '36

Books p1 Mr 15 '36 1500w

—+ Books p18 Mr 29 '36 210

Chicago Daily Tribune p12 Mr 7 '36

Current Hist 44:ui Ap '36 180w

"This latest book has an emotional quality which his earlier work did not possess. He is no longer merely proclaiming the great scientific discoveries and praising the microbe-hunters. He himself has made a great discovery. He has discovered that the underlying social problem is none other than the distribution of wealth. He has discovered that his science is not reaching the people and that it will not reach them so long as service is subordinate to profit. This discovery has stirred him to the depths, and his book is bound to ruffle the spirits of those who read." J. A. Kingsbury

Nation 142:890 Mr 25 '36 1050w

+ New Repub 86:143 Mr 11 '36 460w

+ — N Y Times p13 Mr 8 '36 1150w

Sat R of Lit 13:5 Mr 14 '36 800w

+ Scientific Bk Club R 7 4 Mr '36 280w

+ Springf'd Republican p12 Mr 5 '36 600w

LANGDON-DAVIES, JOHN. Radio; the story of the capture and use of radio waves. 278p. \$2.50 Dodd.

621.384 Radio

35-25793

Popular explanation of the fundamental principles of radio and an account of their gradual discovery from the days of the Greeks to Marconi and Edison. For young people.

Booklist 32:163 F '36

Books p18 D 1 '35 10w

Boston Transcript p6 Ja. 25 '36 330w

Library J 61:197 Mr 1 '36 140w

"If you . . . desire a knowledge of why and how your set works, free from cumbersome details, mathematics, or long words—then read this book. When you are through you will not be able to build a modern radio nor repair the one you have. You will, however, understand the purpose behind the various gadgets and will have learned a great deal about the world around you, other branches of physics, about atoms and particularly about electrons, for John Langdon-Davies has used the best of modern knowledge to explain the fundamentals of radio."

+ Scientific Bk Club R 6:2 D '35 270w

Wis Lib Bul 32:19 F '36

SHERMAN, RAY WESLEY. If you're going to drive fast; with a foreword by Edward V. Rickenbacker. 149p. \$1. Crowell

629.28 Automobiles—Driving. Automobiles—Accidents

36-589

Since it appears that the automobile driver of today—and tomorrow—is going to drive fast in spite of laws, regulations, and "horror campaigns," the author believes he should learn to drive safely at high speeds, and in this small book he gives many pointers on clutch work, passing, use of brakes, taking curves, and what to do in case of blow-outs and other emergencies.

Booklist 32:163 F '36

"Many of Mr. Sherman's pointers are already well known to all experienced drivers, but virtually every reader will find here at least a few facts that are new to him."

+ Books p19 Ja 19 '36 130w

"A sensible small book on how to handle an automobile." Herschel Brickell

+ R of Rs 93:7 F '36 10w

Special Libraries 27:89 Mr '36

## B or 92 Biography

BEEBE, ELSWYTH THANE (RICKER) (MRS. WILLIAM BEEBE), (ELSWYTH THANE, pseud). Young Mr Disraeli. 337p il \$3 Harcourt

B or 92 Beaconsfield, Benjamin Disraeli, 1st earl of

The story of the life of Benjamin Disraeli, during the years from 1824 to 1839, when he was first making his way in London. The book closes with his engagement to Mrs. Lewis, twenty-nine years before he became prime minister. Bibliography.

"The author enters with sympathetic insight and personal devotion into the portrayal of a character and a career so glamorous. She has caught the accent of romance permissible to the realities of such a story. There is the freshness of youth in these pages and, because of their quality, they seem not only to convey the individualized portrait of genius in its beginnings but to offer an incidental homage to the dreamy, absurd and tormented youth of every transcendent and fulfilled ambition." C. G. Stillman

+ Books p7 Mr 15 '36 750w

+ N Y Times p3 Mr 22 '36 850w

"Miss Thane has written an interesting book. She has evidently filled her mind not only with the main facts of the history of the period she covers but with the materials in letters and in diaries which relate to the individuals she describes. She has then, as it were, 'personalized' it all. . . . The result is a highly entertaining book." W. C. Abbott

+ Sat R of Lit 13:6 Mr 14 '36 700w

+ Springf'd Republican p7e Mr 15 '36

Time 27:84 Mr 16 '36 600w

CLUM, WOODWORTH. Apache agent: the story of John P. Clum. 297p il \$3 Houghton

B or 92 Clum, John P. Apache Indians 36-2361

John Clum became an Apache agent after twenty-five years of government occupation of their land in Arizona had embittered these Indians toward all white men. Clum, they found, was their friend—"a man who did not speak with a split tongue." They trusted him, and even cooperated with him in achieving the arrest of the notorious bandit-chief Geronimo. Index.

Booklist 32:198 Mr '36

"Much of the tale has been told before, but never so dramatically, for here it is told not in terms of failure but in terms of one man's brilliant success. . . . It is Clum the Indian agent that interests. Given enough men like him, and there would have been no Indian wars, for he was one white man as smart as an Indian. . . . John Clum could not be tricked, but he could be trusted, and his record is an honorable one, and fine reading." Erna Fergusson

+ Books p6 F 9 '36 1200w

Boston Transcript p4 F 1 '36 1000

+ Christian Science Monitor p16 Ja. 29 '36

"John P. Clum's story remains one of the finest stories of the old West." Lewis Gannett

+ N Y Herald Tribune p15 Ja. 30 '36 900w

+ N Y Times p6 F 2 '36 1500w

Sat R of Lit 13:26 F 22 '36 170w

EDMONDS, CHARLES, pseud. T. E. Lawrence (of Arabia). (Appleton biographies) 1936  
maps \$1.50 Appleton-Century [5s Davies]  
B or 92 Shaw, Thomas Edward, originally  
Thomas Edward Lawrence

A short biography of the author of *The Seven Pillars of Wisdom* in which the writer gives a factual account of Lawrence's life and exploits, and attempts a partial interpretation of "a character infinitely subtle and sensitive."

Christian Science Monitor p14 F 5 '36  
"As one would expect from the author of 'A Subaltern's War,' this is well written and well balanced. Often happy in phrase it is neat in its proportions, cool in judgment and fair minded even where it fails to penetrate deeply."  
+ Times [London] Lit Sup p834 D 7 '35

GUNTHER, JOHN. Inside Europe. 470p \$3.50  
Harper [12s 6d Hamilton, H.]  
922.2 Statesmen. Europe—Politics

36-27092

An outstanding American foreign correspondent, with a wide range of experience in European capitals, writes this personality study of the world's dictators: Hitler, Mussolini, Laval, Dollfuss, Baldwin, Stalin and their associates, underlings and rivals. Portrait descriptions of these leaders, their personal idiosyncrasies and anecdotes about them, give the world's first-hand account of political currents, intrigues, and social movements going on in Europe today are also evaluated. Acknowledgements and bibliography. Index.

Booklist 32:199 Mr '36  
+ Books p1 F 18 '36 1300w  
Boston Transcript p2 F 19 '36 900w  
+ Christian Science Monitor p13 F 10 '36  
+ Manchester Guardian p8 F 4 '36 280w  
+ New Repub 85:22 F 12 '36 1250w

"Mr. John Gunther, now the London correspondent of the Chicago Daily News, is one of the brightest and most experienced of American newspaper correspondents in Europe. His book is, as it were, a political guide round Europe; but unlike reference books (though it can usefully serve that purpose, too) it is vivid and extremely readable from beginning to end, full of anecdotes, picturesque touches, epigrammatic definitions, and moments of profound insight." Alexander Werth

+ New Statesman & Nation 11:86 Ja 18 '36 1050w  
+ N Y Herald Tribune p9 F 8 '36 1000w  
N Y Times p19 F 16 '36 1400w  
+ Sat R of Lit 13:6 F 15 '36 1600w  
+ Spec 156:139 Ja 24 '36 300w  
Springf'd Republican p7e F 9 '36 300w  
+ Times [London] Lit Sup p124 F 15 '36

## Fiction

TURNBULL, MRS AGNES (SLIGH). The rolling years 436p \$2.50 Macmillan

36-3326

A chronicle of three generations of an American family living in a Scottish com-

munity in western Pennsylvania. The principal characters are Jeannie, born in 1852, and her daughter Connie. The time covered is from 1870 to 1910.

Booklist 32:201 Mr '36

+ Books p4 F 16 '36 750w

"All is convincingly told, tenderly, freshly. Some will perhaps criticize the sentiment that is so present in 'The Rolling Years': we can but answer that it is not mawkish; it is not maudlin; it is that rare sentiment which is of the richness of the full life." Richard Doughton

+ Boston Transcript p2 F 8 '36 700w

+ Christian Science Monitor p16 F 6 '36

+ N Y Times p20 F 9 '36 850w

WODEHOUSE, PELHAM GRENVILLE. The luck of the Bodkins. 298p \$2 Little [7s 6d Jenkins]

36-483

A model steward, Albert Peasemarch, like the incomparable valet, Jeeves, is Mr Wodehouse's newest creation in this en-route-to-Hollywood tale. Wodehouse fans will find on board with Peasemarch, one Ivor Llewellyn, Hollywood magnet; Monty Bodkin, composing elegies to his beloved Gertrude; Lotus Blossom, film star with lipstick; Ambrose Tennyson (not *The Tennyson*); and other Wodehouse caro.

Booklist 32:170 F '36

+ Books p5 Ja 5 '36 550w

"Albert Peasemarch will never supplant Jeeves, but he should be read with diligence." C. W. M. Jr.

+ Boston Transcript p8 Ja 11 '36 600w

+ N Y Times p7 Ja 12 '36 400w

R of Rs 93:9 F '36 40w

Sat R 160:341 O 19 '35 30w

+ Sat R of Lit 13:6 Ja 4 '36 250w

+ Spec 155:574 O 11 '35 700w

Springf'd Republican p7e Ja 5 '36 440w

Times [London] Lit Sup p648 O 17 '35

## Children's Books

REELY, MARY KATHARINE. Blue mittens; ill. by Kurt Wiese. 158p \$2 Grosset

35-22660

"Stories of child life on a Wisconsin farm a generation ago. They tell of farm animals; of starting to school; of driving to Town on Decoration Day; of Johnny, the hired man; of Kate's playmates; of the books she read and stories she liked; and at the end, of leaving the farm and moving to Town." Publisher's note

Booklist 32:149 Ja '36

"The Blue Mittens smells fragrantly of earth—the most nostalgic fragrance of earth. One whiff, and your child will not loosen his hold on the book." Alexandra Arnold

+ Boston Transcript p3 D 14 '35 250w

Wis Lib Bul 31:111 D '35

## Author Index to Standard Catalog Monthly

This index to the STANDARD CATALOG MONTHLY is cumulative and begins with the September 1935 issue. The month when the book was run is given in each entry. The following letters are used: B for biography; F for fiction; J for children's books.

Aanrud. Sidsel Longskirt and Solve Sun-	J
trap (D '35) .....	
Abridged high school catalog (F '36) .....	000
Addams. My friend, Julia (Athrop (Mr '36) .....	B
Agar. Land of the free (My '36) .....	300
Atkins. The old maid (S '35) .....	800

Aldrich. Spring came on forever (F '36) .. F  
Alexander. War tomorrow (Mr '36) ..... 300 |

Allen, E. M. America's story as told in postage stamps (Ap '36) ..... 300 |

Allen, F. L. Lords of creation (Mr '36) ..... 300 |

Andrews. This business of exploring (F '36) ..... 910

Association for childhood education. Literature committee. Sung under the silver umbrella (O '35) ..... J

Aulaire. Children of the Northlights (Ja '36) ..... J

Baarslag. SOS to the rescue (S '35) ..... 600

Bailey. Children of the handicrafts (F '36) ..... J

Bain. Parents look at modern education (My '36) ..... 300

Barlow. Fun at Happy Acres (N '35) ..... J

Barnes. Edna his wife (Mr '36) ..... F

Beebe. Young Mr Disraeli (Je '36) ..... B

Benson. Queen Victoria (S '35) ..... B

Bradley. Autobiography of earth (Ja '36) ..... 500

Brindze. How to spend money (N '35) ..... 300

Brunley. Away to the Gaspé (O '35) ..... 910

Brooke. Johnny Crow's new garden (F '36) ..... J

Buck. Exile (My '36) ..... B

Byrd. Discovery (Mr '36) ..... 910

Cahill and Barr. Art in America (Ap '36) ..... 700

Canby. Alma mater (Je '36) ..... 300

Carrel. Man, the unknown (D '35) ..... 500

Carroll. A few foolish ones (S '35) ..... F

Cather. Lucy Gayheart (N '35) ..... F

Chase, M. E. Silas Crockett (F '36) ..... F

Chase, S. Government in business (Ja '36) ..... 300

Childs. Sweden (Je '36) ..... 300

Clark, G. The great wall crumbles (S '35) ..... 900

Clark, S. A. Scotland on fifty dollars (S '35) ..... 910

Clum. Apache agent (Je '36) ..... F

Cobb. Paths of glory (O '35) ..... F

Collins. How to ride your hobby (D '35) ..... 700

Columbia encyclopedia in one volume (Ja '36) ..... 000

Coolidge and Di Bona. Story of steam (N '35) ..... J

Cordell and Cordell. Pulitzer prize plays, 1918-1934 (Ap '36) ..... 800

Day. Life with father (N '35) ..... 800

De Kruif and De Kruif. Why keep them alive (Je '36) ..... 600

Deland. If this be I, as I suppose it be (F '36) ..... B

De La Roche. Young Renny (S '35) ..... F

Dickinson. Poems for youth (S '35) ..... J

Dimmet. My old world (S '35) ..... B

Ditmars. Book of prehistoric animals (Mr '36) ..... J

Ditmars and Bridges. Snake-hunters' holiday (F '36) ..... 500

Du Maurier. Gerald; a portrait (O '35) ..... B

Durant. Story of civilization (N '35) ..... 900

Durant. I write as I please (F '36) ..... 900

Early. Behold the White mountains (O '35) ..... 910

Eaton. Behind the show window (Mr '36) ..... 300

Edmonds. T. E. Lawrence (of Arabia) (Je '36) ..... B

Enslow and Harlow. Schoolhouse in the foothills (D '35) ..... 910

Farjeon. Portrait of a family (My '36) ..... B

Farson. Way of a transgressor (My '36) ..... B

Ficklen. Handbook of fist puppets (O '35) ..... 700

Field. Time out of mind (S '35) ..... F

Flack. Topsy (O '35) ..... J

Fosdick. The power to see it through (Je '36) ..... 200

Furnas. Next hundred years (My '36) ..... 500

Gaba. Our solar sculptures (O '35) ..... 700

Gage. Gone is gone (Ja '36) ..... J

Gibbs. Blood relations (Ja '36) ..... J

Gibbs. England speaks (My '36) ..... 910

Glasgow. Vein of iron (N '35) ..... F

Glover. The ancient world (My '36) ..... 900

Gray. Young Winter Scott (D '35) ..... J

Guthrie. Inside Europe (Je '36) ..... B

Haines. Living with books (N '35) ..... 000

Halliburton. Seven league boots (Mr '36) ..... 910

Hamilton. Popular crafts for boys (S '35) ..... J

Harris. I knew them in prison (Je '36) ..... 300

Hawthorne and Mills. Enos Mills of the Rockies (Ap '36) ..... J

Heaton. Modern motherhood (O '35) ..... 600

Hornabrook. Atlas of European history (N '35) ..... J

Hunt. The boy who had no birthday (My '36) ..... 910

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Hylander. American scientists (O '35) ..... B

Ickes. Back to work (N '35) ..... 300

Irwin. Alone across the top of the world (Ap '36) ..... 910

Ishimoto. Facing two ways (D '35) ..... B

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Johnsen. Old age pensions (D '35) ..... 300

Justus. Honey Jane (Ap '36) ..... J

Kane. More first facts (Ap '36) ..... 000

Kantor. Voice of Bugle Ann (D '35) ..... F

Kent. He went with Marco Polo (Ja '36) ..... J

King. Tempest over Mexico (N '35) ..... 900

Kipling. A Kipling pageant (Ap '36) ..... 800

Lamson. We who are about to die (My '36) ..... 300

Langdon-Davies. Radio (Je '36) ..... 600

Lawrence. If I have four apples (Ap '36) ..... F

Leighton. Four hedges (Mr '36) ..... 700

Lewis. It can't happen here (Ja '36) ..... F

Linn. My country and my people (Ja '36) ..... 910

Lindbergh. North to the Orient (D '35) ..... 600

Linn. Jane Addams (Ja '36) ..... B

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MacGibbon. Manners in business (My '36) ..... 100

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Masefield. Victorious Troy (Mr '36) ..... F

Mason and Mitchell. Social games for reaction (O '35) ..... 700

Means. Penny for luck (My '36) ..... J

Millis. Road to war (S '35) ..... 900

Morgan. Tropical fishes and home aquaria (S '35) ..... 500

Myerson. Homemaker's handbook (Ja '36) ..... 600

Nicolson. Dwight Morrow (Ja '36) ..... B

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Nordhoff and Hall. The hurricane (My '36) ..... F

O'Hara. Making the brush behave (My '36) ..... 700

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Perkins. Chinese twins (Ap '36) ..... J

Pierce. Its more fun when you know the rules (Ap '36) ..... 300

Ransome. Coot club (D '35) ..... J

Reed and Bronson. Sea for Sam (F '36) ..... J

Reely. Blue mittens (Je '36) ..... J

Sandoz. Old Jules (F '36) ..... B

Sanford. New plays for Christmas (F '36) ..... 800

Sanford. Thanksgiving plays (F '36) ..... 800

Santayana. The last Puritan (My '36) ..... F

Seabrook. Asylum (N '35) ..... 300

Seldes. Freedom of the press (D '35) ..... 000

Seldes. Sawdust Caesar (Mr '36) ..... B

Seredy. Good master (Mr '36) ..... J

Shannon. Dobry (S '35) ..... J

Sharp. Four gardens (Ja '36) ..... F

Sherman. If you're going to drive fast (Je '36) ..... 600

Steffens. Boy on horseback (F '36) ..... B

Sterne. Calico ball (S '35) ..... J

Stong. Honk, the moose (Mr '36) ..... F

Suzler. House plants (O '35) ..... 600

Thomas, L. J. Untold story of exploration (My '36) ..... 910

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Turnbull. The rolling years (Je '36) ..... F

Walpole. The inquisitor (D '35) ..... J

Ward. Publicity for public libraries (Ja '36) ..... 000

Weber. The prize song (My '36) ..... J

Webster. Alleged great-aunt (O '35) ..... F

Wells. Bermuda in three colors (O '35) ..... 910

Wilder. What happens in my garden (S '35) ..... 700

Winkler. The Du Pont dynasty (Ja '36) ..... B

Wise Jane Addams of Hull-house (S '35) ..... B

Wodehouse. The luck of the Bodkins (Je '36) ..... F

Zweig. Mary, queen of Scotland and the Isles (D '35) ..... B

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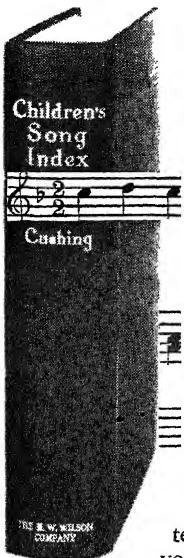
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**Volume 10**

September 1935—June 1936



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1936



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